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ABSTRACT

These transition guidelines are designed to give Utah school districts direction in planning transition programs for Utah students at risk and/or students with disabilities. The guidelines present best practices in planning to assist these special needs students from school to life in their communities. The five-step process includes planning, personnel preparation, family/student preparation, service delivery, and follow up. Materials are provided for carrying out the 31 tasks involved in the five steps; these materials include such items as lists of critical skills for successful transition, dropout prevention strategies, instructional methods for meeting student needs, and a vocational assessment flowchart. A matrix represents a view of the transition process, with two variables: the flow of students from kindergarten to post-school, and the range of exceptionalities from at risk to moderate disabilities. The logical sequence of transition programming flows from awareness in grades K-6, exploration in grades 7-9, preparation and transition outcomes in grades 10-12, and planning and follow up in grade 12 and post high school. (JDD)

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UTAH'S TRANSITION GUIDELINES FOR STUDENTS AT RISK AND STUDENTS WITH MILD/MODERATE HANDICAPS

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TRANSITION

GUIDELINES

UTAH'S TRANSITION GUIDELINES

FOR STUDENTS AT RISK

STUDENTS WITH MILD/MODERATE HANDICAPS

UTAH STATE BOARD OF EDUCATION
March 1990

UTAH'S TRANSITION GUIDELINES

FOR STUDENTS AT RISK

STUDENTS WITH MILD/MODERATE HANDICAPS

OFFICE OF UTAH STATE BOARD OF EDUCATION

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March 1990

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FOREWORD

I am pleased to present Utah's Transition Guidelines for students at risk and/or those students with handicaps. These guidelines are for best practices in planning for students with special needs and to assist them from school to life in their community.

The five step method of transitioning students is the responsibility of many dedicated individuals. Transition becomes the bridge to overcome barriers that seem overwhelming to at risk students and/or students with handicaps. The most critical need for special needs students at graduation or "aging out" of school is to provide for further learning opportunities, jobs and career opportunities, new support systems with peers and less dependency on their families.

These guidelines are a cumulation of ideas and materials screened by an interagency team in the best effort to make transition a successful step. I welcome your suggestions and analysis in implementing these Transition Guidelines for students with special needs. Together let's make transition from school to post school life a time for greater promise and fulfillment.

James R. Moss, State Superintendent
of Public Instruction
March 30, 1990

ACKNOWLEDGMENTS

Special Writing Team and Steering Committee

Acknowledgments are in order for the writing team that condensed volumes of materials and years of experience to bring together the Committee's best practices Transition Guidelines. Appreciation is expressed to Judy Conder, Utah Valley Community College; Tim Frost, Granite School District; Janet Freston, Utah State Office of Education; Ken Hennefer, Utah State Office of Education; Cathleen Hutchings, Utah State Office of Education; Karen Kemp, Utah Learning Resource Center; John Killoran, Utah State Office of Education; Stevan J. Kukic, Utah State Office of Education; Daimar Robinson, Utah State Office of Education, for editing; and John Struck, Mountain Plains Regional Resource Center, for his guidance and input.

UTAH TRANSITION GUIDELINES
AT RISK MILD-MODERATE HANDICAPS

Planning for the transition of students with handicaps from school to life in local communities has become a national and state priority. The continued high unemployment rate of individuals with handicaps and students at risk clearly represents the need for effective transition in our schools. The preparation of students with handicaps and students at risk for independent living is not specific vocational training; instead it is a generic education in the many skills, attitudes, and social behaviors needed to be successful upon completion of the formal education process. In order to effectively prepare students with handicaps for post school transitions a carefully planned transition process must be initiated by school personnel. This transition process becomes the responsibility of special educators, vocational educators, parents, students, and appropriate agency personnel.

The method for implementing the transition process in local districts will depend on many factors. These include district size, geographic location, community economics, current status of transition programs, availability of personnel and needs of students with handicaps currently being served. Some students with handicaps may be able to participate in regular vocational programs to develop the necessary work skills, while others would benefit from community based work experiences. In either case, transition plans and programs should be developed and implemented within school districts for students at risk or with handicaps.

It is with this in mind that the Utah Transition Guidelines were developed.

The following guidelines, tasks, and example materials are designed to give school districts direction in planning transition programs. The guidelines serve as best practice procedures and are not mandated by the Utah State Office of Education. The opening guidelines have been broken into tasks with corresponding materials and examples. Each example is included to give guidance in the development of district specific materials.

If some districts have already accomplished some or all of these tasks, the guideline can be used as a reference in those areas where further guidance is needed. This material may also serve as a catalyst in future staff development. It is hoped that, however it is used, this material will ultimately assist in furthering successful student transitions state-wide.

For Dissemination Purposes Within Individual Districts:

Steps 1 and 2 are primarily designed for district administrators and the district transition task force in the planning of transition and preparation personnel involved in the transition process.

Steps 3 and 4 are primarily designed for students, parents, teachers, and district personnel involved in transition programming. This section would be appropriate to disseminate to teachers.

Step 5 is primarily designed to be used for program evaluations and future planing.

You are encouraged to copy any or all sections of this document at your expense.

For further information,
contact Dr. Ken Hennefer at the Utah State Office of Education.

Utah Transition Guidelines

01/16/90

STEP I - PLANNING

		RESPONSIBILITY OF:				
TARGET DATE	TASK	District Administrator	District Transition Specialist	District Task Force	Agencies	Other
	1. Identify a district transition task force or transition specialist to oversee school to school and post-school transition process.					
	2. Identify a building administrator at each high school to support district and school transition specialist in the transition process.					
	3. Identify a school level transition specialist to oversee transition.					
	4. Establish community /school advisory board for post-school transition.					
	5. Provide teachers/administrators with policies regarding inter-district /interagency collaboration.					
	6. Identify optional receiving environments to include new school, training or job placement in business /industry.					
	7. Develop/modify written district guidelines for school to school and post-school transition.					
	8. Develop/modify written district guidelines for parents regarding family participation in the transition process.					

STEP 1 - PLANNING

TARGET DATE	TASK	RESPONSIBILITY OF:				
		District Admin.	District Transition Specialist	District Task Force	Agencies	Other
	9. Compile and/or acquire resource directory of providers and available services for students, families and staff.					
	10. Identify functional information to be forwarded to receiving environments and procedures for transfer of documentation.					
	11. Identify the competencies, skills and linkages to be addressed in a student's school to school transition.					
	12. Develop and/or modify goals and objectives for elementary and secondary students receiving transition services.					

STEP II - PERSONNEL PREPARATION

		RESPONSIBILITY OF:				
TARGET DATE	TASK	District Administrator	District Transition Specialist	District Task Force	Agencies	Other
1.	Inservice personnel in models of service delivery for school to school and post -school transition.					
2.	Inservice personnel and/or make information available about programs providing transition services to students and families.					
3.	Inservice personnel on the special needs of students with handicaps/or students at-risk in relation to school to school and post-school transition.					
4.	Inservice teachers/ administrators on the participation of families and agencies in the transition process.					

STEP III - FAMILY / STUDENT PREPARATION

TARGET DATE	TASK	RESPONSIBILITY OF: District Administrator	District Transition Specialist	District Task Force	Agencies	Other
	1. Provide initial training on the transition process to parents and students. Topics may include: . advocacy (parent's role) . awareness of LEA / private programs . assessment process . ITP,IEP/SEP process . specific transition procedures . post school options . support options . graduation options .transition needs or skills specific to individual student					
	2. Notify families regarding available services within the continuum of identified transition options.					
	3. Provide families with specific transition training as needed.					
	4. Provide written district guidelines for parents/family regarding school to school and post-school transition.					

STEP IV - SERVICE DELIVERY

		RESPONSIBILITY OF:				
TARGET DATE	TASK	Teachers	Students	Parents	Receiving Environment/ Agencies	Other
	1. Identify students with handicaps and students at-risk according to Utah State Office of Education guidelines.					
	2. Identify appropriate case managers for students to coordinate school to school and post-school transition planning.					
	3. Identify possible receiving environment options and case management activities based on individual student needs.					
	4. Refer for, or conduct vocational assessment at the secondary level for post-school transition.					
	5. Develop transition plan for each student receiving services.					
	6. Implement transition program appropriate to each student's Individualized Education Program, Individualized Transition Plan or Student Education Plan.					

STEP IV - SERVICE DELIVERY

TARGET DATE	TASK	RESPONSIBILITY OF:				
		Teachers	Parents	Students	Receiving Environment/ Agencies	Others
7.	Monitor student progress making program and curriculum adjustments based on student need and results of academic and vocational assessment.					
8.	Select and place student in receiving environment.					
9.	Transfer transition-related documents to receiving environment.					

STEP V - FOLLOW - UP

TARGET DATE	TASK	District Administrator	District Task Force	District Transition Specialist	Other	
		RESPONSIBILITY OF:				
1.	Obtain feedback about transition program from parents, students and receiving environment.					
2.	Modify and adjust transition programs based on feedback.					

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MODERATE TO MILD/AT RISK TRANSITION MATRIX

The matrix on the following page represents a view of the transition process. A matrix format is used to include two variables: the flow of students from kindergarten to post school; and a range of exceptionalities from at risk to moderate handicaps.

The goal of this "pictorial" view of the transition process is to assist in viewing transition as a flow from early education to post secondary placements. Throughout this process a logical sequence of events take place in transition programming. This programming takes place on an individual basis, but will often follow the pace as suggested in the matrix.

Awareness strategies will include art projects, work centers, oral reading activities, all inserted within the existing curriculum. Exploration activities will be covered through researching, writing, and observing models. These activities can occur both in the existing curriculum and in special and regular vocationally oriented classes.

The preparation and follow-up stages are intensive training times during which specific training takes place. Evaluation and student input are combined to move the student toward successful post school transition.

This matrix should be used as a reference guide, pointing students to post secondary transition as early as possible.

Moderate To Mild/At Risk Transition Matrix

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— Service Pattern —	Grades K-6	Grades 7-9	Grade 10	Grade 11	Grade 12	Post High School
At Risk	**Awareness** (Purple) ** OBJECTIVE: Inform students of career options in adult life. Develop career attitudes, understanding and integrate this knowledge into academic subject areas	**Exploration** (Green) ** OBJECTIVE: Provide students with realistic post school perception for independent living. Develop personal lists of post school options compatible with interests and abilities. Develop job seeking/keeping skills	**Preparation and Transition Outcomes** (Orange) ** OBJECTIVE: Involve students into cooperative education or pre-employment programs. Offer vocational hands-on skills training The IEP/SEP must be centered on the transition plan.	OBJECTIVE: BLUE & YELLOW Promote student access to post school community resources. Facilitate job placement for students to become contributing citizens through gainful employment.		**Planning and Follow-Up** (Yellow) ** Introduce Community Based Placement (Blue)
Mild					Transfer of services from school to post school environments.	
Moderate			(Resource and Self Contained)			

X3

**Continues thereafter.

STEP I

PLANNING

TASK 1. Identify a District Transition Task Force or Transition Specialist to Oversee School to School and Post School Transition Process

TASK 2. Identify a Building Administrator at Each High School to Support District and School Transition Specialist in the Post School Transition Process.

TASK 3. Identify a School Level Transition Specialist to Oversee Transition.

TASK 4. Establish Community/School Advisory Board for Post School Transition.

TASK 5. Provide Teachers/Administrators with Policies Regarding Interdistrict/Interagency Collaboration

TASK 6. Identify Optional Receiving Environments to Include New School, Training or Job Placement, in Business/Industry

TASK 7. Develop/Modify Written District Guidelines for School to School and Post School Transition

TASK 8. Develop/Modify Written District Guidelines for Parents Regarding Family Participation in the Transition Process.

TASK 9. Compile and/or Acquire Resource Directory of Providers and Available Services for Students, Families, and Staff

TASK 10. Identify Functional Information to be Forwarded to Receiving Environments and Procedures for Transfer of Documentation

TASK 11. Identify the Competencies, Skills, and Linkages to be Addressed in a Student's School to School Transition.

TASK 12. Develop and/or Modify Goals and Objectives for Elementary and Secondary Students Receiving Transition Services

STEP I - PLANNING

The Utah Transition Guidelines are divided into five comprehensive steps: Planning, Personnel Preparation, Family/Student Preparation, Service Delivery, Follow Up. In Step I, Planning, twelve tasks are outlined to assist districts in establishing transition committees, policies, procedures, and community/agency support.

The person or group responsible for formalizing each task is indicated by an X on the following page.

Utah Transition Guidelines

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STEP I - PLANNING

TARGET DATE	TASK	RESPONSIBILITY OF:				
		District Administrator	District Transition Specialist	District Task Force	Agencies	Other
1.	Identify a district transition task force or transition specialist to oversee school to school and post-school transition process.	X				
2.	Identify a building administrator at each high school to support district and school transition specialist in the transition process.	X		X		
3.	Identify a school level transition specialist to oversee transition.	X		X		
4.	Establish community /school advisory board for post-school transition.		X	X		
5.	Provide teachers/administrators with policies regarding inter-district /interagency collaboration.	X		X		
6.	Identify optional receiving environments to include new school, training or job placement in business /industry.		X	X		
7.	Develop/modify written district guidelines for school to school and post-school transition.	X	X	X		
8.	Develop/modify written district guidelines for parents regarding family participation in the transition process.	X	X	X		

STEP I - PLANNING		RESPONSIBILITY OF:				
		District Admin.	District Transition Specialist	District Task Force	Agencies	Other
TARGET DATE	TASK					
9.	Compile and/or acquire resource directory of providers and available services for students, families and staff.		X	X	X	
10.	Identify functional information to be forwarded to receiving environments and procedures for transfer of documentation.		X	X	X	
11.	Identify the competencies, skills and linkages to be addressed in a student's school to school transition.		X	X	X	
12.	Develop and/or modify goals and objectives for elementary and secondary students receiving transition services.		X	X		

STEP I - PLANNING

TASK 1. Identify a District Transition Task Force or Transition Specialist to Oversee School to School and Post School Transition Process.

DISTRICT LEVEL TASK FORCE

Purpose: To establish district policy and procedures regarding transition Specific functions of the task force should be determined as well as suggested timelines for serving on the committee. Suggested members of a district task force could be but are not limited to the following people:

1. District special education administrator and/or district transition specialist.
2. Elementary and secondary education specialist
3. Vocational director specialist/representative.
4. Representatives of adult service providers as needed:
    - Vocational rehabilitation
    - Job Service
    - JTPA
    - Social Services
    - Post Secondary institutions
5. Parent
6. Teachers of handicapped or at risk students
7. Student

TASK 2. Identify a Building Administrator at Each High School to Support District and School Transition Specialist in The Post School Transition Process.

TASK 3. Identify a School Level Transition Specialist to Oversee Transition.

Each school should identify a building level administrator (or designee) who will identify and support the school's special education transition specialist and the accompanying transition activities. The function of the building administrator is to insure that the school's transition activities/policies are within set compliance standards.

The function of the school's transition specialist is to oversee the specific student related school-to-school and post-school activities. These include but are not limited to identifying appropriate curriculum, locating training and job sites, contacting agencies, working with parents and other members of the transition team and providing information regarding the transition process as needed.

STEP I - PLANNING

TASK 4. Establish Community/School Advisory Board for Post School Transition.

Vocational Advisory Committees

Advisory committees are an integral part of transitioning moderate, mild/at risk students into the world of work. They can be among the greatest advocates for students with handicaps and bridging the gap between school and the community. Communication and understanding between the school program and the realities of the world of work are critical to the successful employment of students at risk and with handicaps. There are a variety of advisory groups, but the most essential are committees made up of local businesses and industry and trade leaders who are willing to sponsor students in a particular occupation.

This advisory committee will address needs of students with disabilities integrated into regular vocational programs and also programs established separately for individuals with special needs.

Committee members must have adequate time and be representative of the business/industry and trade community. These people must also be strong advocates of individuals with handicaps and understand the needs of students with special needs as well as employment requirements.

The achievement and success of advisory committees is directly related to the assertiveness of the teacher/coordinator. The advisory committees must recognize and work for the principle that employment is an integral part of education. Every secondary and post secondary vocation program should be an employment agency.

Procedure:

1.Prospective committee members are recommended by the teacher/coordinator to the transition administrator for approval.

2.The teacher/coordinator is to be responsible for contacting prospective committee members to confirm their willingness to serve.

3. Individual members are to be notified of their appointment in writing by the top administrator.

4.At the close of the school year, a letter and certificate of appreciation are to be sent to each committee member. (Note: It is appropriate at this time to ask members to serve for another term if this is desired.)

Rationale:
The National Advisory Council on Vocational Education makes the following recommendations:

1.Recognize that employment is an integral part of education.

Much attention has been given to the effect of education on employment. Not enough has been paid to the opposite proposition: that employment, as an integral part of education, is essential to the learning experience of many youth.

2.Every secondary school should be an employment agency.

Many educators will oppose this, declaring that finding a job for the student is the responsibility of the employment service, not the school. The Council believes this attitude ignores the importance of developing understanding of the student of the relationship between his/her academic work and life in the real world. A school which successfully places its students in jobs is more likely to have motivated students than a school which does not. A school in which getting a job is part of the curriculum is more likely to have students who understand why reading and mathematics make a difference than a school which regards employment as somebody else's business.

Functions:

1. Advise school administration and instructional staffs in planning, implementing, and maintaining vocational education programs.
2. Review goals and objectives of the vocational programs.
3. Suggest criteria for selection of cooperative students.
4. Assist in locating training stations.
5. Evaluate the vocational program.
6. Provide financial assistance.
7. Provide classroom speakers or resource instructors from business.
8. Provide public relations activities such as news releases, radio, and television appearances.
9. Arrange summer employment for students and teachers.
10. Arrange field trip visits.
11. Assist in establishing standards of proficiency to be met by students.
12. Assist in preparation and review of budget requests for equipment and supplies.
13. Help with instruction. Where a teacher feels inadequate, he/she may establish an ad hoc committee from the council to design a unit of instruction.
14. Take students to professional meetings which they attend.

15. Evaluate physical conditions, adequacy of equipment, and layout of office laboratory.
16. Assist in development and review of course content to assure timeliness in meeting changing skill and knowledge needs of business.
17. Obtain needed school equipment and supplies on loan, as gifts, or at special prices.
18. Assist in surveys of local business manpower needs.
19. Place school graduates in jobs.
20. Assist in developing systems of educational accountability, including the use of performance contracts.
21. Help develop manuals of organization and administration.
22. Provide award to teachers for outstanding service.
23. Offer teachers and students free memberships to business associations.
24. Provide funds to assist teachers to attend regional and national meetings of teacher and business organizations.
25. Support the student clubs.
26. Post news items about school programs on office bulletin boards.
27. Provide support to job coaches of tutors and individual students and groups of students.
28. Sponsor students or teacher research projects and provide laboratory and staff assistance in the conduct of research projects.
29. Provide awards to worthy and outstanding students.
30. Attend school board meetings and meetings of local and state governing bodies in support of the local program.
31. Compile a directory of community resources and personnel available to teachers and schools for various volunteer services.
32. Interpret labor law regulations.
33. Establish follow-up procedures for graduates.
34. Persuade employers to register job vacancies with the school.

Contact Dr. Kenneth L. Hennefer, State Specialist for Vocational Students at Risk, for additional information regarding different types of Vocational Education Advisory Committees, the size and representation of the advisory committees, term of office, selection and orientation of members, responsibilities of the teacher/ coordinator, scheduling and staffing, meetings and process.

References:

"The Advisory Committee and Vocational Education," American Vocational Association, Inc., August 1969. Order Number: 241069"The Volunteer in Vocational Education, A staff paper on Industry-Education Advisory Committees by Samuel M. Burt. Published by the W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan, 49007

STEP I - PLANNING

TASK 5. Provide Teachers/Administrators with Policies Regarding Interdistrict/Interagency Collaboration

All teachers and administrators must be provided with copies of the Utah State Office of Education mandated transition rules as well as the district specific policies and procedures regarding transition and interagency collaboration.

TASK 6. Identify Optional Receiving Environments to Include New SCHOOL, Training or Job Placement, in Business/Industry.

POSSIBLE TRANSITION RECEIVING ENVIRONMENTS

In this task, potential receiving environments are identified along with expectations of respective options that may be used to assist in the development of a student's IEP and/or transition plan. It should be noted that some agencies may require a fee for their services.

This list is designed to be a guide and should not limit the student, teacher, school, or district when considering possible receiving environments:

- Apprenticeship
- Community Colleges*
- Custom Fit Training
- Job Service
- Mobile Work Crews
- Projects with Industry
- Technical Schools
- Universities *
- Work Activity Centers
- Armed Services
- Competitive Employment
- High School Completion Programs
- Job Training Partnership Act (JTPA)
- On-the-Job Training (OJT)
- Sheltered Enclaves
- Skill Center/Area Vocational Centers
- Vocational Rehabilitation

*With support from Disabled Student Centers if appropriate

STEP I - PLANNING

TASK 7. Develop/Modify Written District Guidelines for School to School and Post School Transition

District guidelines give direction to teachers when planning, conducting, and evaluating district wide transition programs.Through these guidelines compliance, legal, and best practice issues may be addressed. The following in and out of state examples may provide guidance in the development or modifications of transition guidelines.

SALT LAKE CITY SCHOOL DISTRICT
MASTER PLAN FOR TRANSITION SERVICES Developed 1989

The transition from school to work is a critical process for all students. As they move toward adulthood, most youth will have developed the necessary competencies and a network of contacts to help them make a successful transition to employment or continuing education. A substantial minority, however, will not. Many handicapped and disadvantaged students manage to "get through" school without developing the reading, writing, or computational skills or the basic work habits needed to perform adequately in the workplace. Their access to adult contacts who can help in identifying and preparing them for employment may be severely limited. They may fail to develop any clear idea of what will be expected in the workplace, how to look for a job, or how to present themselves to employers. They often lack the basis for settling on realistic career goals and the opportunity to develop marketable job skills, And, even though they are unlikely to continue formal education due to academic deficiencies, they are likely to be equally deficient at learning on the job. For these handicapped and disadvantaged young adults and their families, extensive transition planning and support will be necessary to bridge the gap between school experiences and adult life.

It has been the goal of the Master Plan Committee for Transition Services to develop a planning document that will provide direction to the Salt Lake City School District in the identification of critical problems, services, and procedures to ensure that the transitional needs of students who are at risk are being fulfilled. What follows is an executive summary of that planning document. It is not intended to be a precise blueprint. It is, more accurately, a description of the developmental process in which the emphasis is on developing a broad base of support for the transition education concept and the local development of specific forms of implementation. It is based on the philosophy that any student's school experience should provide a solid grounding in skills and knowledge that are basic to that particular student's meaningful employment and continuing education. The attention of all educators should be assessing the unique needs of individual students, establishing learning environments that maximize learning and independence in light of these unique needs, teaching skills, and knowledge that have a direct bearing on life after high school, and counseling students for a smooth transition to jobs and higher education.

TRANSITION SERVICES IMPLEMENTATION PLAN

GOALS AND OBJECTIVES

AREA 1: Organizational Development
Outcome 1: School services reflect an orientation and commitment on the part of professionals, parents, and students toward the career development process.

AREA 2: Staff Development
Outcome 2: Resources are identified and allocated to support an ongoing system of training of parents and professionals in transition for special needs populations.

AREA 3: Service Delivery
Outcome 3: A system of coordination and collaboration exists that leads to the prioritization and effective utilization of resources to support the participation of special needs students in school and district wide programs.

Objective 3.1: A systematic method for identifying students in need of specialized transition services is understood and used by professionals, parents, and students.

Objective 3.2: Methods for assessing transition needs are implemented as part of a coordinated, transdisciplinary approach.

Objective 3.3: The Student Education Plan (SEP) or Individualized Education Program (IEP) is utilized and maintained as the centerpiece of comprehensive transition programming.

Objective 3.4: Methods are used to ensure systematic coordination and maximum generation of resources for the delivery of transition programming to special needs students.

Objective 3.5: A continuum of transition services are provided collectively to all students in the "least dependent environment", that is, the setting where the students' dependence on additional services are least necessary.

Objective 3.6: Procedures have been developed for the continuous collection of data used to 1) determine the effectiveness of transition services, and 2) identify exemplary transition practices.

AREA 4: Community Involvement
Outcome 4: Methods are used to ensure that a variety of community service agencies are utilized to the maximum extent possible.

Objective 4.1: Procedures have been developed which support the inclusion of community representatives in program planning for special needs students.

Objective 4.2: Procedures are utilized that allow students and parents to become involved in accessing resources that exist in the community.

AREA 5: Program Development

Outcome 5: A full range of instructional practices and programs to support the preparation for transition from school to work are being provided. oriented goals and objectives is commensurate with the number of students in need of such courses.

Objective 5.2: Teachers regularly receive training, recognition, and reinforcement in the use of instructional techniques that have proven effectiveness.

Objective 5.3: Funding patterns are maintained or modified to provide ample funds for development and initiation of new special needs programs.

MASTER PLAN For Transition Programming for Handicapped Youth In Jordan School District Developed Goal of High School Programs:

The goal of high school programs for handicapped students is 1) preparation for functioning in future environments, and for students with severe handicaps, 2) transition into these environments (Wilcox, 1982). The combination of technological advances, effective demonstration projects, rising expectations for employment, dissatisfaction with current employment results, and a larger and better prepared student population offer a unique opportunity to those responsible for education and career preparation for students with a disability.

Emphasis upon future environments includes successful adult living and qualification for and success in employment. (Bellamy, E.T.A.L., 1985). Successful secondary special education should lead to adult lives that are independent, productive, and integrated into the community (Wilcox, 1982). Similar goals are now included in Senate Bill 2573, and as the philosophical base for the Developmental Disabilities Program.Handicapped individuals may enter the workforce on many levels. The emphasis on work as an outcome of education does not presuppose that all handicapped students will require similar kinds of training options, or that their employment will be full time, self supporting. Some students, due to their handicapping condition, may require long term support and training in the workplace, because of low productivity levels.

Effective Transition:
The transition from school to work has been a term often used in professional literature (Brown, Dumlpian, Baumgart, Van Derventer, Ford, Nisbet, Schroeder, and Gruenwald, 1981). It has been a recent development in special education that emphasis has been placed on the transition process. Wehman (1985) has developed a definition that is gaining wide acceptance:

"Vocational transition is a carefully planned process, initiated by school personnel, to establish and implement a plan for either employment or additional vocational training of a handicapped student who will graduate or leave school in three to five years; such a process must involve special educators, vocational educators, parents and/or the student, and adult service system representative, and possibly an employer." *The key aspects of the definition are: a) members of a multidisciplinary team must participate, b) parents must be involved, c) transition planning must take place before age 21, d) the process must be planned and systematic, and e) vocational services must be of a quality nature.*

Three Stage Vocational Transition Model

Wehman (1985) has suggested that transition for handicapped students is a three stage process consisting of: 1) foundation (secondary special education), 2) process (planning transition program), and 3) employment outcome (see figure 1).

Figure 1
Three Stage Vocational Transition Model for Handicapped Youth

III.
EMPLOYMENT OUTCOME VOCATIONAL OUTCOMES ---------- FOLLOW-UP 1-2 YRS. LATER
1. COMPETITIVE EMPLOYMENT
2. WORK CREWS/ENCLAVES
3. SHELTERED WORK

II.
PROCESS INDIVIDUALIZED PROGRAM PLAN
1. FORMALIZE TRANSITION RESPONSIBILITIES
2. EARLY PLANNING

CONSUMER INPUT -------------- INTERAGENCY COOPERATION

CONSUMER INPUT	INTERAGENCY COOPERATION
1. PARENT	1. SCHOOL
2. STUDENT	2. REHABILITATION
	3. ADULT DAY PROGRAM
	4. TRAINING OPTIONS

I.
INPUT AND FOUNDATION SECONDARY SPECIAL EDUCATION PROGRAM
1. FUNCTIONAL CURRICULUM
2. INTEGRATED SCHOOL ENVIRONMENT
3. COMMUNITY BASED SERVICE DELIVERY

Child Study Team: Foundation for Transition:

Secondary Program Components

Careful planning and preparation must be made if the goals for employability and independent living are to be realized. Research suggest (Bates, Renzaglia & Wehman, 1981) that there are critical program characteristics that contribute significantly to effective transition. These characteristics are: a) functional curriculum, b) integrated schools, c) community based service delivery. (see table 1).

Table 1

Most Effective		
Integrated Service Delivery	Classroom/Community Based Instruction	Functional Curriculum
Segregated Service Delivery	Classroom/Community Based Instruction	Functional Curriculum
Segregated Service Delivery	Classroom Based Instruction	Developmental Curriculum
Least Effective		

Functional Curriculum -

Training content -- to ensure eventual job placement Job Related Skills -- individual mobility, appropriate dress, social interaction, etc. . . .
Training activities must be designed to prepare persons for vocational opportunities that are available in their community. To ensure this outcome, school personnel must continuously assess available community employment and analyze the specific skills required for successful job performance. As a result of this activity, the vocational curriculum for specific students can then be identified. Developmental curriculum materials and guides will not provide best approach.

Integrated School Services

It is generally accepted that in order to prepare persons for life and work in integrated settings, it is necessary to provide these individuals exposure to and experience in dealing with the demands and expectations of these environments. Emphasis needs to be placed on training which occurs as much as possible in integrated, as opposed to exclusively handicapped, facilities. The effective vocational training program also includes regular exposure to natural work settings. Natural work settings are defined as real job situations in the community. Students should train and work in the community whenever possible. This is not only to expose them to the community and work expectations, but to expose future employers to their potential as reliable employees. There is a slow move toward integrated school environments in the country (Certo, Haring, & York, 1983) and it appears that this form of service delivery will be an increasingly vital aspect of meaningful transition into natural work environments.

Community Based Instruction

Students over the age of 15 will need to participate in community based instruction, rather than classroom instruction, for progressively extended periods of time. Job training sites should be established in vocations where there is a potential market for employment. Staff must be provided to conduct job site training. Systematic instruction should be conducted at these community sites. Behaviors that should be targeted for instruction include acquisition of specific job skills, production rates, mobility, and inter-personal skills.

Planning the Vocational Transition Process

Formal Individualized Student Plans

The center of the vocational transition process is the development of a transition plan as part of the student's I.E.P. The plan should include annual goals and short term objectives which reflect skills required to function on the job, at home, and in the community. Transition services should also be included with specific agencies and services named.

Consumer Input

The informed participation of parents and guardians is a critical component of the vocational transition process. Parents should be made aware of the employment alternatives available to their son/daughter upon graduation. They must be provided an opportunity to acquire the knowledge and skills needed to effectively participate in transition planning. Parent education activities are essential to provide consumers with background information needed to help parents make informed decisions.

Interagency Cooperation

Interagency cooperation refers to coordinated efforts across agencies such as public schools, rehabilitation services, adult day programs, and vocational-technical training centers to insure the delivery of appropriate nonduplicated services to each handicapped student (Horton, Maddox, & Edgar, 1983).

Multiple Vocational Training Formats

The backbone of successful transition programs is the vocational training formats used to teach job related skills (i.e., punctuality, social skills, etc.) and vocational skills (i.e., training for a specific task). A series of selected options or opportunities must be in place to provide Child Study Teams with the alternative to meet the needs of a diverse student population.

The student must sample different vocational training formats and job clusters to enable the Child Study Team to make a decision regarding transition into the most appropriate employment alternative.

It is important to understand that vocational training formats differ from employment alternatives. Some vocational training formats (e.g., work crews, enclaves) are similar to the formats used in supported employment. Vocational training sites are used as short term, non paid, educational programs designed to provide a specific experience. An employment alternative is a long term job specifically designed to accommodate the abilities of a handicapped individual.

Multiple Employment Alternatives

It is essential that multiple employment alternatives are provided to those handicapped high school students ready to graduate from high school programs. Several employment alternatives have been described in the literature, however, many other creative options are possible.

Competitive Employment

Many mildly handicapped persons have the ability to work competitively if given the opportunity (Brolin, Kokaska, 1979). These individuals may require help from a resource teacher, work experience coordinator, or rehabilitation counselor in job seeking and initial adjustment skills.

Competitive Employment with Support

Competitive employment should also be made available to handicapped individuals who need more help getting a job, learning and adjusting to a job (1982; Wehman, P. Kregel, 1984). A supported work approach to competitive employment emphasizes structure assistance in job placement and job site training (Wehman, 1981). A job coordinator is available extensively for individualized one on one training and follow up. A major focus of this model is helping individuals maintain their jobs.

Enclaves in Industry

Another possible vocational outcome for more substantially disabled persons is in the sheltered enclave. With this approach, small groups of disabled individuals (6 or less) are employed in business and industry under the daily supervision of trained staff. The enclave offers disabled clients, previously excluded from employment opportunities, jobs in a natural environment. Breaks and lunch offer many daily integrated social contacts. The sheltered enclave has offered some severely disabled workers the opportunity to move into part or full time competitive employment.

Industrial Workshop Training

Industrial workshop training is another employment option which usually takes place in a sheltered workshop setting. Contract revenues from business and industry provides wages for clients. This alternative has been used frequently with severely and profoundly mentally retarded individuals.

STEP I - PLANNING

TASK 8. Develop/Modify Written District Guidelines for Parents Regarding Family Participation in the Transition Process.

Guidelines for parents regarding their involvement in the transition process serves to promote parent participation in the overall planning for transition. The following article defines the critical roles that parents may assume in the transition process. The available references, and/or other materials may be used to develop district transition guidelines for parents.

A PARENT'S VIEW OF A PARENT'S ROLE IN TRANSITION

by

MARILYN CALL

Sometimes as parents we are so busily involved in the process of trying to make sure our child with multiple handicaps gets an appropriate education from an early age, in an appropriate setting, with workable IEP goals and of course the right combination of related services. . .that can also be juggled with private therapy and medical appointments. . .might also allow for a little time for life outside of school if we are fortunate enough to help them find a friend, that we forget to stop and take a breath and ask ourselves, "Where should all this be leading to? What do I want for my child?" It happens so fast, yet so subtly, that one morning we wake up and our special, cute, little handicapped child is no more a child, but an emerging disabled adult.

There are so many questions, so many new feelings. Our child has come so far; together we've overcome so much. Will our handicapped child ever become a successful adult if they can't read, write, or speak clearly? Will he/she have the opportunity to work and achieve, to do and not just be done to, to have a sense of responsibility and independence to whatever degree possible? Can our so called SMH child really make it someday without Mom and Dad? Can successful transition planning help me work through all these questions?

Most of us, as parents, do have lofty hopes that our children, despite their differences, will become successful contributing adults, but often we flounder in the transition arena because it seems so complex. After a few years of "special parenting" we begin to feel comfortable with our role as members of our child's educational planning team. Some of us can even throw around our share of LRE's, LEA's, and WPU's - but now the terms are DRS, IWRP's, and form 4A's.

We find out that there are regular education Vocational programs, special education Vocational programs, Department of Rehabilitation Vocational programs, and private vocational programs. This is a whole new maze - and maybe even a whole new idea that an SMH child will benefit from Career Education and Vocational Training. After all, we were told by little Johnny's doctor that he'd never do anything. We were told to take him home and love and protect him.

If there is one important time for parents and educators to work together, it is at the transition stage of our child's life. Parents have important roles in transition planning - but we may need help to learn these roles. Once again, our questions are many. What exactly is Career Education? When should it start? Who's supposed to start it? Which agency does what? How do we know which type of work models to gear our child towards?

The roles parents may assume in the transition process are numerous and critical. Perhaps defining specific roles parents can assume will help us begin to answer many of these questions together.

1. Parents should become full member participants in the development of the IEP that includes transitional and vocational goals. Why? - because parents are the providers of unique information about their child's interests and aptitudes. Parents are the planners of what living arrangements their student will have as an adult. All this information will greatly influence vocational goals and what community skills need to be taught.
2. Parents should participate in parent training programs geared specifically to transition. Teachers can let them know these trainings do exist.
3. Parents can serve as role models in the home to a) promote a positive attitude in the student toward his/her potential to work, b) promote pre-vocational skills in the home by reinforcing basic positive work habits, self help behaviors and attitudes, good grooming, and age appropriate social skills.
4. Parents can promote career awareness from a very young age, by exposing them to a variety of ways people earn livings, and provide opportunities in everyday situations related to economic independence (i.e., correct use of money, shopping, budgeting).
5. Parents may assist as Case-monitors in helping to integrate the many different organizations that are involved in career preparation. (To do this we first must be taught who and what organizations are out there).
6. Parents may serve as advocates for better career education programs - better and more placement options - designed to train disabled persons. Parents are usually great P.R. people for their child and can help promote attitude change at different community work settings.
7. Parents may assume the role of risk takers as they accept the apprehensions and anxieties associated with allowing their handicapped children the additional freedoms necessary to participate in the world of work.

How can educators help parents assume these roles? First and foremost, value parents as members of the planning team. Parents know if their input is really valued or if it's just being allowed because of P.L. 94-142 requirements. Assume the leadership role in teaching parents the importance of transitional planning and what their roles are. Help them learn how to ask the right questions. As you work together, do so with understanding and the empathy that this transitional time is a hard one for parents. As parents, we can see the end of the security the special education system has provided. We may be experiencing confusion, fear, and re-occurring grief. We are facing anew - that our child will not go to college, will probably never marry, may still not even have a friend. Our only hope for our child's fulfillment is that transition will be successful and that they will find meaning in their lives through the work and leisure skills they have learned through the monumental efforts of many.

And yes, we still do have one more question.

"Whatever would we do without Special Education?"

Printed from the Special Educator, 1986.Guidelines For Parents Regarding Family Participation in the Transition Process

Resources and Information for Parents Regarding the Transition Process Can Be Obtained From The Following:

Transition
Utah Parent Center
2290 East 4500 South
Suite 110
Salt Lake City, Utah 84117
(801) 272-1051
1-800-468-1160 toll free in Utah

New Hats
New Hats, Inc.
535 South 200 East #904
Salt Lake City, Utah 84111
(801)537-1333 or 259-6613

Exceptional Parent Magazine
Editorial Office
1170 Commonwealth Avenue
3rd Floor
Boston, MA 02134
(617) 730-5800

STEP I - PLANNING

TASK 9. Compile and/or Acquire Resource Directory of Providers and Available Services for Students, Families, and Staff.

Directories of Providers and Services Available for Teachers Families, and Staff

Resource directories assist personnel in providing appropriate services and referrals for students throughout the transition process. The following sources and examples will assist districts in obtaining directories. If you choose to develop your own, these will provide direction. It is important to consider the needs of families, students, and geographic areas when developing a resource directory specific to each district.

Resource Manual for Families
of Handicapped Children in Utah
UTAH DEPARTMENT OF HEALTH
288 North 1460 West
P. O. Box 16650
Salt Lake City, Utah 84116-0650
(801) 538-6165

Utah Parent Center -
Transition Resource Guide
UTAH PARENT CENTER
2290 East 4500 South
Suite 110
Salt Lake City, Utah 84117
(801) 272-1051
1-800-468-1160 toll free in Utah

Salt Lake Area
Human Services Director
Information and Referral Center
Community Services Council
212 West 1300 South
Salt Lake City, Utah 84115
(801) 487-4716

The following is a sample of the information that can be obtained from the Resource Manual for Families of Handicapped Children in Utah County

The following is a sample of the information that can be obtained from the Resource Manual for Families of Handicapped Children in Utah.

			County
106	Aerial Photography Field. Office, Dept./Agriculture	(emp. for handicap)	SL
111	BICEP	(...provides career-exploring experience)	SL
114	Career Guidance Center	(assessment for career development)	SL
114	Catalyst	(advoc. for MR, includes occupational training)	SL
124	Davis Area Vocational Center	(alternative school & job placement)	DV
124	Davis County Development Center	(transistional shelter workshop)	DV
126	Development Center	(...employability training)	SL
130	EBCE	(career exploration prog. for at-risk regular ed. students)	SL
130	EBCET	(career exploration prog. for at-risk spec. educ. students)	SL
130	Elks Boys and Girls Club	(including job agency for court-referees)	SL
131	Employment Assistance Unit	(employment evaluation, training & placement)	SL
	ERIC Clearinghouse	(Adult Career & Vocational Education 1-800-848-4815)	*
136	Frontier School	(alternative school, also offers job placmt. & assessment)	SL
214	IBM Model Program	(work adjustment program at SLCC Skills Center)	*SL
150	Job Corps	(vocational help 7 housing for disadvantaged youth)	*SL,WB
	Job Opportunities for the Blind	(JOB 1-800-638-7518)	*
150	Job Services	(Utah Employment Security Administration)	*SL
150	Job Training Partnership Act (JTPA)	(employment training & placement, via SLCC)	*SL
150	Jones, Hilda B. (Habil.) Center	(vocational training for Granite DD/MR)	SL
150	Jordan District Cluster Units	(multi service DD continuum & transition)	SL
152	Junior Achievement of Granite & S. L.	(scholarship, free enterp. & leader. train.)	SL
154	LDS Ward Employment Specialist	(provide job placement information)	*
155	LDS Welfare Service	(offers temporary assistance in exchange for work)	*
160	Maxwell House	(housing for employable MR)	SL
170	Northwest & Westside Community Action Program	(financial & employment assistance)	SL
172	Office of the Handicapped	(handicap policy, implementation & job placement)	*SL
173	Opportunity Industrial Center	(multi service/low income including job placement)	SL
177	Phoenix Institute & Transition Center	(transition training including job placement)	*SL
181	Project Action for the Retarded	(transitioning, day training for jobs)	*SL
181	Project Cooperation	(job training & sites/any youth 17-21 years old)	SL
187	Rehabilitation Work Evaluation Work Adjustment	(work evaluation services)	SL
187	Rescue Mission	(emergency food, housing, & employment list for men)	SL
214	SLCC/Skills Center	(work adjustment training for behaviorally-handicapped)	SL
193	Selective Placement Program	(DD/MR recruitment & placement)	*WB,CH
87	Shelter Workshops	(sheltered job training & employment for DD/MR)	*
194	Single Parent/Displaced Homemaker Project	(provide job training/seeking skills)	SL
196	SOCIO	(Hispanic service & recruitment for low income unemployed)	*SL
202	Tolstoy	(acculturation, to include employment services for refugees)	SL
204	UCBT	(Utah Community-Based Transition project)	SL
205	University of Utah Disability Student Center	(advocate for handicap students)	*SL
209	Utah Council/DD & Handicap Persons	(provides DD/MR program funding)	*SL
210	Utah Opportunity Industrial Center	(job training & placement/low income & handicap)	*SL
127	UT State Office of Rehabilitation Serv.	(includes Computer Programmer Trainer Prog.)	*SL
127	UT State Office of Rehabilitation Serv.	(vocational related funding & couns. servs.)	*
212	UT State Office of Rehabilitation Serv.	(evaluation & employment training handicap)	*SL
216	Visual Arts Institute	(school/acad.-frust., art.-inclin. or non-verbal)	*SL
216	VITAL	(drug & behavioral transition from HS to career)	SL
217	Vocational Education, Division of	(training services for secondary & above)	*SL
217	Vocational Rehabilitation	(see Utah State Office of Rehabilitation Services)	*SL
221	WIN Training Program - OCO (DFS)	(transition of "welfare" to employment)	*
221	Women's Resource Center	(...helps in professional development)	*SL
222	Work Activity Center	(adult shelter workshop facility, independent living)	SL
223	Youth Development Enterprises	(youth development & employment in Hawaii)	*SL

STEP I - PLANNING

TASK 10. Identify Functional Information to be Forwarded to Receiving Environments and Procedures for Transfer of Documentation.

Information gained by one public agency (i.e., public schools) is not used to its fullest unless those items which are appropriate are shared with other public agencies (i.e., Vocational Rehabilitation). This sharing of information represents one cost effective way of providing and sharing services.

The following represent examples of how this transfer may be assisted. The first example presents a folder format, and the second presents a written summary form to aid in the transfer of information to receiving environments. The third presents a method to communicate information being transferred from school to school.

TRANSITION FOLDER

STUDENT NAME ______________________________ TELEPHONE NUMBER ______________________________

ADDRESS ______________________________ SOCIAL SECURITY NUMBER ______________________________

______________________________ BIRTH DATE ______________________________

______________________________ GRADUATION DATE ______________________________

CONTENTS:

Include the following kinds of documents in this folder:

- ☐ RESUME/CAREER PASSPORT
- ☐ SAMPLE COMPLETED JOB APPLICATION
- ☐ INDIVIDUALIZED EDUCATION PROGRAM
- ☐ INDIVIDUALIZED TRANSITION PLAN
- ☐ INDIVIDUALIZED WRITTEN REHAB PROGRAM
- ☐ INDIVIDUALIZED HABILITATION PROGRAM
- ☐ VOCATIONAL EVALUATION REPORT
- ☐ CREDENTIALS
- ☐ LETTERS OF RECOMMENDATION
- ☐ ______________________________
- ☐ ______________________________

STUDENT NAME: ____________________

ADDRESS/PHONE: ____________________

____

SCHOOL: ____________________ SCHOOL PROGRAM: ____________________

OCCUPATIONAL INTERESTS

DISABILITY/ACCOMMODATIONS

Nature of disability and special accommodations:

VOCATIONAL SKILLS

ACADEMIC STRENGTHS

DAILY LIVING SKILLS

(Money, time, communications)

Description of preferred LEARNING STYLE:

COMMENTS

EMPLOYMENT AND BUSINESS EXPERIENCE

Name and Address of Employer	Salary	Hrs. Per Week	Dates (Mo. and Year) From	To

Company:
Address:

City/State: Zip:
Telephone:

Reason for leaving:

Other name if any:

Job Title: Supervisor:
Duties:

Name and Address of Employer	Salary	Hrs. Per Week	Dates (Mo. and Year) From	To

Company:
Address:

City/State: Zip:
Telephone:

Reason for leaving:

Other name if any:

Job Title: Supervisor:
Duties:

24b

EXTRACURRICULAR/COMMUNITY ACTIVITIES

Activity: Participation/responsibility:

60

61

FOR ADDITIONAL INFORMATION/RECOMMENDATIONS, CONTACT:

Name	Address	Phone	Title

MOBILITY/TRANSPORTATION NEEDS

ADDITIONAL SUPPORT SERVICES: Student is eligible for/registered with the following adult support services:

(BVR)
SUPPORT FROM BUREAU OF VOCATIONAL REHABILITATION __ YES __ NO
BVR contact ____________________
Address ____________________
____
Phone ____________________

(OBES)
SUPPORT FROM OHIO BUREAU OF EMPLOYMENT SERVICES
__ YES __ NO
OBES contact ____________________
Address ____________________
____
Phone ____________________

(PIC)
SUPPORT FROM PRIVATE INDUSTRY COUNCIL
__ YES __ NO
PIC contact ____________________
Address ____________________
____
Phone ____________________

(MR/DD)
SUPPORT FROM MR/DD
__ YES __ NO
MR/DD contact ____________________
Address ____________________
____
Phone ____________________

REFERENCE: OHIO DEPARTMENT OF EDUCATION

PROGRAM PLANNER SUMMARY FORM

NAME ______________________________ SSN ___________
DATE OF BIRTH ___________ AGE _______ PHONE _________
ADDRESS____
PARENT/GUARDIAN _________________ SCHOOL __________

Physical Strengths/Limitations: Learning Strengths/Limitations:
_________________________ ____________________
_________________________ ____________________
_________________________ ____________________
_________________________ ____________________

Significant Personal/Family History:
____
____
____
____
____

Work Temperament: (Check which the students prefers)
_______ Indoor Work _______ Outdoor Work
_______ Work Alone _______ Work in a Group
_______ Work with Hands _______ Perform Mental Tasks
_______ Repetitive Tasks _______ Variety of Tasks
_______ Work with Public _______ Work "behind the scenes"

Vocational Skills:

Uses tools and equipment.
Specify:____
____

Performs informal chores.
Specify:____
____

Has had previous work experience.
Specify:____
____

Work Behaviors:

_______ Demonstrates punctuality
_______ Demonstrates good attendance
_______ Pays attention to tasks
_______ Works independently
_______ Follows directions
_______ Performs work at an acceptable level of quality
_______ Performs work at an appropriate speed
_______ Interacts appropriately with co-workers
_______ Interacts appropriately with supervisors
_______ Asks for help and directions as necessary
_______ Accepts criticism and help willingly
_______ Demonstrates appropriate behavior
_______ Personal hygiene and dress are appropriate for work environment

Situational Assessment Data:

1. Observation Date: _______________ Site: _________________
Comments:____
____
____
____
____
____

2. Observation Date: _______________ Site: _________________
Comments____
____
____
____
____
____

3. Observation Date: _______________ Site: _________________
Comments____
____
____
____
____

Kemp, Hemmert, Barela, 1987

STEP I - PLANNING

TASK 11. Identify the Competencies, Skills, and Linkages to be Addressed in a Student's School to School Transition.

All students with special needs must develop certain competencies in order to succeed in educational settings at the elementary, secondary, and post school levels. Mastery of the transition focused competencies that follow will improve the chances of a student's smooth transition from school to school and from school to post secondary placements. It is also important to determine key linkages for each environment to facilitate the transition process. The following are example competencies collected from in state and out of state.

The following list developed by the University of Utah Disabled Student Center identifies some of the critical skills students with learning problems need to develop to succeed in educational settings at the elementary, secondary, and post secondary levels.

CRITICAL SKILLS
FOR COLLEGE BOUND LEARNING DISABLED STUDENTS

UPPER ELEMENTARY
Basic Skills Development
Reading
Comprehension Skills
(De-emphasize decoding)
Paraphrasing/Summarizing
Textbook Use (SQ3R/Multipass)
Content Subject Vocabulary
(i.e., math, language)
Math
Conceptual Understanding
Computation (Secondary to concepts)
Tool Use
Real Life Application

Study Skills/Self Management
Listening Skills
Following Directions
Working Independently
Work Completion at School and
Home
Submit Completed Work

JUNIOR HIGH
Basic Skills Development
Develop/Remediate Skills
Within Regular Curriculum
Skill Concentration on Effective
Learning Strategies
Develop Compensating Strategies
Mainstream Content Instruction
With Special Education Support
Team Decision Making Regarding
Courses/Instructors
Use 9th Grade Classes for
Graduation Requirements

Study Skills/Self Management
Emphasize Oral Skills
Development
Advanced Social Skills/Role
Playing/Discussion (Peer
Relations, Reading Environment,
Body Language, Grooming)
Advanced Teacher Pleasing

Test Preparation/Test Taking
Record Keeping
General Preparation for Junior High School

Adaptive/Social
Manners
Following Classroom Rules
Teacher Pleasing Behaviors
Appropriate Nonverbals: Eye Contact/Look Interested
Choose a Seat for Success
Ask Questions/Make Comments Appropriately
Volunteer
School Friend Making/Keeping Skills /Supervised Practice
Identify Strengths and Interests
Explore Possible Hobbies
Participate in Organized Social Groups (Community)
Participate in Cooperative Learning Teams (School)
Career/Vocational
Develop an Understanding for the World of Work
Develop a Positive Attitude Regarding Work/Accomplishments

Understanding/Explaining
Personal Learning Style
Self Advocacy
Participation in School Activities
Participation in Organized Activities/Groups
Build on Hobbies, New Interests, Academic Strengths

Career/Vocational
Career Orientation/Exploration
Pre-vocational Skill Development
Summer/Weekend Work or Experience

SENIOR HIGH SCHOOL

Basic Skills Development
Survival Skills
Compensatory Skills
Life Skills
Mainstream Content Instruction with Special Education Support
Team Decision Making Regarding Courses/Instructors
Study Skills/Self Management
Fine Tune Self Advocacy and Communication
Develop Word Processing Skills
Work on Personal/School Goal Setting

POST SECONDARY EDUCATION

Basic Skills Development
Use Community Resources (Community Education, Vocational Rehabilitation, Division of Continuing Education: Special Services Program)
Study Skills
Take a Study Skills Class
Start Post Secondary Program During the Summer
Pace Yourself - Balance Your Work Load/Course Load

Develop Time Management Skills

Career/Vocational
Request a Complete Diagnostic Work-up Before Leaving High School
Work with Vocational Rehabilitation and School Counselors on Aptitude/Interest Testing and Career Counseling
Prepare for SAT/ACT - Make arrangements for Testing Accommodations (i.e., Untimed, Scribe Reader) Representative
Participate in Summer Classes/Workshops for Skills and Enrichment
Investigate Available Community Resources
Participate in Summer/Weekend Work or Volunteer Experiences in Career Interest Areas
Make Early Contact with Possible Post Secondary Institutions
Identify Campus Resources
Visit each Campus/Meet with Disabled Student Services Representative
Develop a Realistic Post Secondary Plan after Investigating and Evaluating Personal Motivation and Goals, Resources, and Career Options

Take Classes When You Learn Most Effectively
Use Tutors
Plan on Extra Time for Study/Graduation

Adaptive/Social
Meet With Instructors before Classes Begin
Find a Strong Support System
Don't be Reluctant to Use Available Resources
Join a Study Group
Find Positive Outlets for Stress and Fatigue (e.g., Exercise Regularly, Reward Yourself, Plan Free Time)

Career/Vocational
Use Career Counseling/Placement Services
Discuss Possible Career Choices with Practicing Professionals
Discuss Goals with Instructors
Discuss Goals with Professionals

University of Utah, Center for Disabled Student Services

SKILLS/COMPETENCIES CRITICAL FOR SUCCESSFUL ELEMENTARY TO JUNIOR HIGH TRANSITION

The transition process from elementary to junior high school may be improved with careful planning. The following competencies developed in Granite School District should be considered when considering these linkages. These competencies are only suggested and should not limit programming for students.

I. Preparation for Junior High Transition

- Counselor and/or teacher discuss vocational classes offered in junior high and high school.

- Counselor and/or teacher make sure each student has a vocational class each year.

- Teach the following:
    - Alternative learning skills (calculator, tape recorder)
    - Learning Strategies (organizing, outlining, find main idea, etc.).
    - Real life skills:
        Math (checkbook, catalogue, shopping)
        Writing (letters, applications)
        Reading (want ads, driver's manual, telephone book),
        Keyboarding and computer skills
    - Reading using survival words as curriculum (unique restroom names, danger, entrance, yield, etc.)
    - Social Skills (punctuality, following directions, accepting criticism, getting along with others, etc.)

- Invite speakers to class
    - Business Industry Community Education Partnership (BICEP)
    - Parents from local school
    - PTA
    - Local merchants/employers
    - New Hats and/or Parent Center

- Have films, books, reading lessons on different occupations.

- Have field trips to different job sights.

- Have job fairs

- Begin informal vocational assessment

- Involve the student in the IEP to increase decision making skills.

- Use computer programs related to vocational choices and skills.

II. Specify on IEP which goals are related to transition.

III. Use this statement when applicable: "This student's transitional needs are being met by the regular vocational program.

IV. Resources

- Study Strategies:
    - Kansas Learning Strategies (Excell Enterprises)
    - Exemplary Center for Reading
    - Instruction Study Skills (ECRI)

- Social Skills:
    - ACCEPTS, Walker • ACCESS • ASSET
    - Getting Along With Others, Jackson
    - Skillstreaming (Elementary & Secondary), Goldstein
    - Utah State Social Skills, Morgan

V. Other Resources:

Christensen, C. & Simmons, L. (1988), School Transition, The Special Educator, 8 (6), 11-12.

Link, D.P. (1980). Essential learning skills and the low achieving student at the secondary level: A rating of the importance of 24 academic abilities. Unpublished master's thesis, University of Kansas, Lawrence.

Mercer, C.D. & Mercer, A.R. (1985). Teaching Students with Learning Problems. Columbus, OH: Merrill

Robinson, S.M., Braxdale, C.T., & Colson, S.T. (1985). Preparing dysfunctional learners to enter Junior High School. A transitional curriculum. Focus on Exceptional Children, 18(4), 1-12.

Granite School District, Lynda Simmons, Tim Frost

GRANITE SCHOOL DISTRICT

Student Registration Information
(For 6th and 9th Graders)

(Please type or use black ink)

1) Name ___ Present School ___

Student # ___ Birthdate ___ Next Year's School ___

Address ___ Last Qualifying Date ___ Code ___

Parent/Guardian Name ___ Phone ___

2) Check goal areas in which the student has been receiving services	3) Total Time in Resource for this Area
READING ___ Basic Skills ___ Comprehension	
MATH ___ Reasoning ___ Computation	
LANGUAGE ___ Oral Expression ___ Listening Comprehension ___ Written expression ___ Spelling ___ Handwriting	
SOCIAL BEHAVIOR ___	
SUPERVISED STUDY ___	
TRACKING ___ Academic Tracking ___ Behavioral Tracking	
OTHER (specify)	

4-a) Woodcock Reading Mastery Test Form: ___ A

___ B

Total Correct ___

Reading Grade Score ___

- -

Reading Results (Comments)

4-b ICSP Computations Test

Total Correct ___

Grade Equivalent ___

		Correct
I.	Whole #'s	___
II.	Fractions	___
III.	Decimals	___
IV.	R-R-P	___
V.	Percent	___

- -

Math Results (Comments)

5) Check suggested Special Education courses from those available at student's junior or senior high school.

HIGH SCHOOL

___ 1) Literature (RDG) ___ 4) Careers
___ 2) English ___ 5) Directed Studies
___ 3) Math ___ 6) Psychology (Self-Awareness)
___ 7) Sociology (Social Behavior Skills)

JUNIOR HIGH SCHOOL

___ 1) Reading ___ 3) Math
___ 2) Language Arts ___ 4) Supervised Studies
___ 5) School Behavior Skills

6) COMMENTS:

7) ___ Resource Teacher Signature/Date ___ Multidisciplinary Team Member Signature Date

STAYING IN - DROPOUT PREVENTION K-12

The dropout prevention strategy developed by the Vocational Studies Center, University of Wisconsin, is based on a total effort of community and educators working together to work a significant impact on potential dropouts, now and in the future. These factors were identified as being key to program success.

School System Support
- guidance department and counselor support
- close working relationship and cooperation of other teachers
- staff recognition of problem
- administrative and school board support
- sufficient money and clerical help
- involvement of non program staff
- sanction and endorsement of school district leadership
- strong Local Vocational Education Community support
- referral of students to program

Support Outside the School
- advisory committee
- support from employers - work
- working relationship and cooperation with staff
- meeting needs of minority community (high program visibility to minority community and addresses national minority concerns)

Parent Cooperation
- home visits
- parenting class (helping parents cope and work with children)
- knowing parents personally and weekly contact
- parent cooperation

Project Staff
- staff person(s) responsible for program
- significantly involved in program
- continuity of staffing
- consistent - willingness to teach
- voluntary staffing
- staff plans together

Structure of Program
- low student/teacher ratio - small groups providing students with a successful experience
- location of program
    - -centrally located in regular building
    - -separate site - difficult students
    - -attractive and comfortable facility
- individualized attention/program
- selection process
- outside speakers coming in
- development of self concept
- voluntary program
- interwoven into regular educational program
- structured, ironclad rules

OTHER FACTORS
- values clarification
- stipends and/or rewards (e.g., field trips)
- flexible schedule
- set realistic goals with students
- relationships that develop between students and staff
- schedule is structured - students are accountable for entire school day
- personal development and career education component
- when students are mainstreamed, they are mainstreamed in a small group, not alone
- incorporated study time in class time
- avoidance of scheduling classes with students and teachers who don't get along
- development of study skills
- referral of students
- student input board
- appropriate class offerings/activities for this kind of student
- materials appropriate for ability/skill level
- supplementary learning activities available
- set expectations for students based on middle class values (work ethic)
- downplay of competition
- student accountable for own behavior

- no drugs permitted or tolerated
- no credits, no grades-diploma given when total sequence completed
- students can see progress through daily grades
- senior tutors - receive credit for tutoring
- learning to develop interpersonal relationships
- a friendly place to come
- part time programs
- students develop relationship and identity to program and persons in program
- students have access to special education work assessment center
- limited size and scope
- student attitude toward program (flexible, freedom from bureaucracy)
- relevant to student needs, tailored education
- time can be used more variably - not locked in half day
- remediation
- students select own schedule/teacher
- extended hours
- no study halls, clubs, sports, dances (not into cliques)
- enjoy non competitive sports
- mainstreamed with individualized courses

When addressing these factors and to assist the school and community, the following components have been identified to serve as a base for the implementation of the comprehensive dropout prevention strategy. These basic components are recommended for consideration when addressing dropout prevention in the local setting. The components are:

- assessing the need for dropout prevention
- focusing on the individual
- identifying approaches for dropout prevention
- establishing staff roles and staffing patterns in dropout prevention
- utilizing resources and facilities
- evaluating dropout prevention efforts
- establishing and maintaining support within and outside of the school
- involving parents in dropout prevention
- facilitating an advisory committee for dropout prevention
- educating the school and community in dropout prevention

How Do Schools Address Dropout Prevention?
Nationwide, school districts are using a variety of approaches to reduce dropout rates. The underlying theme of many programs is to let students experience success and improve their own self image. Frequently, this involves helping students set short term, attainable goals. The types of programs and activities identified include the following:

- remedial classes, tutoring programs and basic skills classes
- reading programs
- motivational development activities
- alternative education programs or schools
- work experience activities, on-the-job-training, work study programs
- counseling and career education activities
- parent involvement
- self awareness classes
- school age parents programs
- vocational/occupational education activities and classes
- evening and/or weekend classes

Lambert, R. (Project Director). Staying In--A Dropout Prevention Handbook K-12. Madison, WI: University of Wisconsin-Madison School of Education (no date).

STEP I - PLANNING

TASK 12. Develop and/or Modify Goals and Objectives for Elementary and Secondary Students Receiving Transition Services.

The curricula for secondary students with handicaps and at risk must include core competencies in pre-employment and work maturity. Job seeking skills and job keeping skills are essential for successful transitioning into the world of work. Students require related programming addressing additional career exploration, the development of life skills, employability skills, and objectives for Vocational Education. Vocational education includes services and offerings available to specific groups of students whose needs are not met in traditional classes. A variety of optional classes, programs, and schools providing appropriate services and modifications to meet the needs of students with handicaps and those prone to drop out should be identified and/or developed within districts.

Following the identification of the strategies and competencies needed for successful school to school and post school transition, goals and objectives to meet the competencies may be developed.

The process of transition cannot begin solely at the secondary level. Functional curriculum and necessary linkages must be programmed and developed for individual students at the elementary and junior high/middle school levels.

The Utah State Transition Matrix is divided into four stages: Awareness, Exploration, Preparation, and Follow-up. The following suggested Units of Instruction adapted from the Texas Transition Model, University of Northern Texas, will assist in the development of goals and objectives for elementary and secondary students.

WORLD OF WORK - OBJECTIVES AND UNITS

Career Education - - Kindergarten through Sixth Grade

GRADE	TO DEVELOP SELF-AWARENESS AND SOCIAL SKILLS SUCH AS: POSITIVE ATTITUDES, A REALISTIC SELF-CONCEPT, A RESPECT FOR OTHERS.	TO BE AWARE OF THE DECISION MAKING PROCESS THAT AFFECTS ME AND OTHERS	TO DEVELOP AN AWARENESS THAT WORK ESTABLISHES SOCIAL AND ECONOMIC VALUES.	TO DEVELOP AN AWARENESS THAT THERE ARE A WIDE VARIETY OF CAREERS IN OUR SOCIETY	TO DEVELOP AN AWARENESS THAT WORKERS PERFORM THEIR LABORS FOR MANY REASONS.
KINDERGARTEN SELF & HOME	To respect and accept myself and the contributions that I make in my home, class, and community. Our School Workers The Five Senses To learn that I have five senses to help me learn and communicate. The Five Senses To learn to make friends; to be courteous, honest, and considerate. The Five Senses Homemakers	To learn to make decisions that help mother, father, brothers, sisters, and friends. The Five Senses	To learn that the schools need many workers to accomplish their purposes. Our School Workers To learn that each career has its own particular advantages and disadvantages. My Parent's Work From A-Z Homemakers	To learn that parents have many kinds of jobs. My Parent's Work From A-Z To learn that there are many kinds of jobs in our school. Our School Workers My Parent's Work From A-Z	Homemakers
FIRST FAMILY & HOME	To learn that I need to gain knowledge and develop skills to perform certain tasks in my home, school, and community. Our School Workers Our Friend the Policeman *Units No. 2-6, 3-7, 4-2, 5-4, 5-8, 6-2. To learn what I am like. What Am I Like? News to Me Housebuilders	To consider what kind of a worker I would like to be. What Am I Like? Our Friend the Policeman News To Me	To learn that workers depend upon one another. Our Friend the Policeman *Units No. K-2, 2-6, 2-11, 3-7, 3-9, 4-8, 4-14, 5-4, 5-7, 6-6 The Dairy Farm Hospital Workers Housebuilders News to Me Simple Machines Zoo Workers The Egg Industry	To learn that my father, my mother, and my brothers, sisters, and I are workers in the home. What Am I Like? The Dairy Farm Hospital Workers Housebuilders Our Friend the Policeman News to Me Simple Machines Zoo Workers The Egg Industry	To achieve economic stability, that is, adequate food, shelter, and clothing. The Diary Farm *Units No. K-2, K-3, 2-3, 2-4, 2-8, 2-10

*Other Units that develop the concept on another grade level identified by number only

SECOND NEIGHBORHOOD AND COMMUNITY	To respect the contributions made by all individuals. The Fire Department The Small Farmer The Supermarket The Dentist The Druggist Post Office Workers *Units No. K-2, K-3, 1-1, 2-9, 3-5, 3-9, 3-10, 4-14, 6-2, 6-6 To learn that no two people are exactly alike. Is It Good To Be Different? To learn to show respect and consideration for others and their property. Is It Good To Be Different? Sounds All Around Hotels & Motels	To learn that there is a relationship between the supply of workers and the demand for them. Is It Good To Be Different? Concrete & Masonry Sounds All Around	To learn that work develops responsible citizenship. The Dentist The Druggist The Small Farmer *Units No. K-2, K-3, 307, 4-8, 4-14, 5-10, 5-12, 6-3, 6-6 Bicycle Laws & Safety Food Services Restaurants Supermarket Sounds All Around Hotels & Motels	To learn that there are many jobs in the community. The Fire Department The Small Farmer The Supermarket Restaurant Workers The Dentist The Druggist Post Office Workers *Units No. 1-1, 1-4, 1-7, 1-9, 3-5, 3-7, 5-5, 6-6 Sounds All Around Concrete & Masonry Bicycle Laws & Safety Restaurants Supermarket Hotels & Motels	To contribute economically and socially to the society in which they live. The Fire Department The Small Farmer The Supermarket Restaurant Workers The Dentist The Druggist Post Office Workers *Units No. K-2, K-3, 1-9, 3-5, 3-7, 4-14, 5-10, 6-2 Sounds All Around Concrete & Masonry Food Services Restaurants Supermarket Hotels & Motels
THIRD CITIES	To learn which things I do best and which things I can develop. What Things Do I Do Best? To learn that I affect others and others affect me. What Things Do I Do Best? The Garbageman Complex Machines	To learn that my parents can help me make decisions. What Things Do I Do Best? To identify the basic steps in the decision making process: identifying and analyzing the problem, determing possible solutions, experimenting, evaluating, and making needed changes. The Telephone Political Workers - City *Unit No. 4-14, 5-2 The Garbageman The Bakery	To learn that workers and the public benefit when workers give an honest day's work for an honest day's pay. To understand and support social and economic laws which govern and benefit society. Political Workers - City *Units No. K-2, 2-3, 3-5, 4-8, 4-21, 5-8 5-10, 6-2, 6-6 The Bakery The Sheep Industry Complex Machines The Optometrist The Turkey Industry	To compare similarities of local careers to careers in general. To learn that there are clusters of families of related occupations. Political Workers - City *Units No. 1-4, 2-3, 2-4, 3-9, 4-5, 4-18, 6-3, 6-6 To learn that there are many workers in the larger cities. Honey Industry The Bakery Complex Machines The Optometrist The Turkey Industry	To provide themselves with economic means for developing talents, pursuing educational and recreational goals, and using leisure time wisely. The Optometrist The Bakery The Telephone *Units No. K-2, K-3, 2-3, 3-9, 4-5, 4-11, 4-21, 5-2, 5-5, 6-6 The Garbageman The Bakery The Optometrist The Turkey Industry The Clothing Industry

FIFTH UNITED STATES AND THE AMERICAN CIVILIZATION	To learn that I am somebody special. Who Am I? To learn that my work habits, in school and out of school, are important now and in the future. Who Am I? To be aware that there are both positive and negative influences. Political Workers - National *Units No. 3-7, 4-8, 4-14, 5-5, 5-8, 6-6 Office Workers The Airline Industry The Orthodontist	To learn that in the world of work, special roles are played by: the exact sciences, the social sciences, the arts and humanities, and the technology of communication. How Am I Changing? To begin to determine my needs, wants, and luxuries. Office Workers The Airline Industry The Orthodontist The Service Station Weights & Measures	To learn that the American civilization and economy are highly specialized. Who Am I? To learn that work contributes to the unification of the nation. Political Workers - National To learn that men use raw materials to make finished products. To learn that men use the assembly line method and modern technology in the production process. The Barber & The Beautician From Barter to Banking The Beef Industry Mining	To learn that jobs may continue, change, disappear, or be created. Political Workers - National The Service Station Forest Services The Mechanic The Carpenter *Units No. K-3, 1-1, 2-6, 3-7, 4-13, 5-5, 6-6 The Beef Industry Office Workers The Barber & The Beautician The Airline Industry Forest Services The Mechanic The Newspaper The Orthodontist Electrical Power Mining	To provide the worker and his family with the things they need as they progress through life. The Beef Industry The Carpenter The Mechanic Forest Services The Service Station *Unit No K-2 Use of leisure time Recreation The Barber & the Beautician Forest Services The Mechanic The Newspaper The Service Station Electrical Power Weights & Measures Mining
SIXTH MAN IN HIS WORLD ENVIRONMENT	To learn that dignity and satisfaction are to be gained through honest work. How Am I Changing? I am changing, being motivated by some things, and maturing. How Am I Changing? To learn that accepting responsibility for my actions is important in my relationship with others. The Bank The Newspaper Law Enforcement *Units No. 3-7, 5-10 Baby Sitting	To learn that I will benefit by understanding our economy. To learn that goals are important. How Am I Changing? The Doctor The Secretary Aerospace Industry The Mortician Baby Sitting	To become aware of the law of supply and demand and how it may affect our lives. The Bank To learn that different kinds of jobs affect their social, economic, and recreational life. Political Workers - City The Optometrist The Bakery The Telephone *Units No. K-2, 2-6, 2-10, 3-1, 4-15, 5-5, 5-6, 5-8, 6-3, 6-12 The Architect The Mortician Photography	To gain pride and dignity from their work. Law Enforcement The Newspaper *Units No. K-2, 1-4, 2-6,3-5 Horticulture The Doctor The Electrician The Secretary Aerospace Industry The Carpenter The Mortician Photography	To learn that the different kinds of occupations require different kinds of preparation. Law Enforcement The Bank The Newspaper The Doctor *Units No. K-2, 2-11, 3-10, 4-14, 5-5, 5-6, 6-3, 6-12 To learn that work is worldwide. How Am I Changing? The Secretary Aerospace Industry The Carpenter The Mortician Photography

WORLD OF WORK
280 West 940 North
P. O. Box 949
Provo, Utah 84601

Utah State Transition Matrix

AWARENESS STAGE (K-6th Grade)

UNITS OF INSTRUCTION:

Behavioral characteristics
Career options
Community resources
Computation skills
Good citizenship practices
Money and purchasing
Occupational knowledge factors
Oral communication skills
Personal health and safety
Problem-solving/critical-thinking skills
Reading skills
Writing skills

EXPLORATION STAGE (7th - 10th Grade)

UNITS OF INSTRUCTION:

Behavioral characteristics
Being a wise consumer
Business contracts & agreements
Career selection
Community resources
Computation skills
Employee characteristics
Good citizenship practices
Information processing, problem solving, & decision making skills
Job applications
Job interviews
Locating job openings
Maintaining a residence
Managing personal finances
Occupational knowledge factors
Oral communication skills
Reading skills
Researching companies, products, services & personnel
Writing skills

PREPARATION STAGE (10th - 12th Grade)

UNITS OF INSTRUCTION:

Behavioral characteristics
Being a wise consumer
Business contracts & agreements
Career selection
Community resources
Computation skills
Employee characteristics
Employment tests
Good citizenship practices
Information processing, problem solving, & decision making skills
Job applications
Job interviews
Locating job openings
Maintaining a residence
Managing personal finances
Occupational knowledge factors
Oral communication skills
Personal health & safety
Reading skills
Researching companies, products, services & personnel
Writing skills

FOLLOW UP STAGE (Post High School)

UNITS OF INSTRUCTION:

Maintaining employment
Maintaining a residence
Managing personal finances

Reference: Texas Transition Model, University of Northern Texas

The Transition Goals Bank represents goals and objectives addressing the areas mandated in the Utah State Office of Education, Special Education Rules (p.39-40).

Transition Goals Bank: Jones Center I.E.P., Granite School District

I. JOB READINESS

A. Social Skills

1. Improve Beginning Social Skills: Skillstreaming

DEMONSTRATE:	% ON ROLE PLAYS
Listening	Starting a conversation
Having a conversation	Asking a question
Saying thank you	Introducing yourself
Introducing other people	Giving a compliment
Asking for help	Joining in
Giving instructions	Following instructions
Apologizing	Convincing others

2.Improve Dealing with Feelings: Skillstreaming

DEMONSTRATE:	% ON ROLE PLAYS
Knowing your feelings	Expressing your feelings
Expressing affection	Dealing with fear
Rewarding self	
Understanding the feelings of others	
Dealing with someone else's anger	

3.Improve Alternatives to Aggression: Skillstreaming

DEMONSTRATE:	% ON ROLE PLAYS
Asking permission	Sharing something
Helping others	Negotiation
Using self control	Standing up for your rights
Responding to teasing	Avoiding trouble with others
Keeping out of fights	

4.Improve Dealing with Stress: Skillstreaming

DEMONSTRATE	% ON ROLE PLAYS
Making a complaint	Answering a complaint
Sportsmanship after a game	Dealing with embarrassment
Dealing with being left out	Standing up for a friend
Responding to persuasion	Responding to failure
Dealing with contradictory messages	
Dealing with an accusation	
Getting ready for a difficult conversation	
Dealing with group pressure	

5.Improve Planning Skills: Skillstreaming

DEMONSTRATE	**% ON ROLE PLAYS**
Deciding on something to do	Deciding what causes a problem
Setting a goal	Deciding on your abilities
Gathering information	Arranging problems by importance
Making a decision	Concentrating on a task

B. Work Environment

1. Improve Work Preparation Skills
a.Correctly define ______ job related terms.
b.Pass safety test with ______ % accuracy.
c.Obtain food handlers permit. Date: ______

2.Improve Interaction with Work Environment
a.Recognize and safely use hand and power equipment
b.Report needed repairs
c.Perform required tasks for a given job including clean up

II. JOB SEEK

A. Employer Communication

1. Improve Resume Preparation
Collect ______ information items needed to complete a resume.
Complete a resume with ______ errors

2. Improve Filling Out Applications
Independently collect ______ job applications
Completely fill out an application with ______ errors
Independently deliver ______ job applications

3. Improve Interviewing Skills
Arrive to interview(s) on time, ______ out of ______ times
Arrive to interview appropriately dressed & groomed, ___ % on checklist
Listen to and look at interviewer when spoken to
Respond to interviewer appropriately

B. Labor Market Information

1. Locate Labor Market Information
List ______ sources of labor market information
Collect information from ______ labor market sources

2. Identify Gender Employment Issues
List ______ "traditional" male/female jobs
Given a list of jobs, list ______ correct reasons why either a male or female could perform that job

3. Correctly Use Labor Market Information
List ______ jobs available in the student's community
List salary levels for ______ chosen jobs
From a list of jobs, choose ______ marketable jobs in the student's community

C. Career Exploration

1. List Personal Job Desires & Abilities **List:**
______ personal job related strengths
______ personal job related weaknesses
______ characteristics the student would like for any job
______ characteristics the student would not like for any job

2. Improve Knowledge of the Skills & Requirements for a given job **List:**
______ clothing requirements for a given job
______ equipment requirements for a given job
______ location/environment requirements for a given job
______ work related tasks for a given job

3. Match Desires/Abilities to Real Job Requirements **List:**
______ desires/abilities that match a given job
______ desires/abilities that are different from a given job
______ jobs that match the student's desires/abilities

D. Job Try-out

1. Improve Job Awareness Through "Job Tasting"
List ______ jobs the student desires to try
Work one quarter in ______ different jobs
List ______ positive aspects of each "job tasted"
List ______ negative aspects of each "job tasted"

2. Improve Job Awareness Through Long Range Work Experience
Choose ______ job(s) to try on a long range basis
Work ______ week(s) on a single job
List ______ positive aspects of each job tried
List ______ negative aspects of each job tried

III. JOB KEEPING/WORK MATURITY

A. Job Keep

1. Improve Job Keep Skills
Arrive consistently punctual ______% of the time
Attend job consistently ______% of the time
Work independently ______% of the time

2.Has Appropriate Appearance
Maintain personal hygiene % on checklist

Wear appropriate clothing	% on checklist
Maintain neatness of appearance	% on checklist

B. Work Maturity
1. Complete Tasks effectively
Follow directions
Seek clarification and assistance as needed
Complete tasks as given thoroughly and on time
Continue on to next activity

2. Appropriately Interacts with Others
Work within the chain of command or team
Responds appropriately to superiors
Interact appropriately with co-workers

IV. COMMUNITY

A. Agency Access
1. Access Agencies Independently
List ______ agencies appropriate to student's needs
Contact ______ appropriate agency(ies)
Fill out form(s) needed for appropriate agencies

B. Community Access -- Transportation
1. Use Bus Transportation Independently
Use bus schedule(s) to correctly plan ______ trip(s)
Ride appropriate city bus(ses) and arrive at destination on time, ______ out of ______ trips

2. Use Other Forms of Transportation Independently
List ______ different kinds of transportation options and correctly access them.
Correctly use a schedule for ______ types of public transportation

C. Leisure Time
1. Explore Leisure Time Activities
List ______ leisure time activities
Select ______ leisure time activities the student likes
2. Participate in Leisure Time Activities
Participate independently in leisure time activities at least ______ times a month (one must be in community)
Participate in ______ leisure activities with peer(s)
Participate independently in at least ______ hobby(ies)

D. Community Access -- Daily Living
1. Banking
List ______ steps in opening a checking account

Open a checking account with _____ errors
List _____ steps in opening a savings account
Open a savings account with _____ errors
Make a deposit with _____ errors
Make a withdrawal when balance allows with _____ errors

2. Shopping
Find the location of _____ stores
From a list of _____ goods/services, list the best source where each can be located/purchased

V. FUNCTIONAL LIVING SKILLS

A. Reading

1. Read for Pleasure/Recreation
Find _____ desired books at the library
Read _____ student chosen book(s) per month
Find _____ entertainment items in the newspaper

2. Use Survival Reading Techniques
Use advertisements to plan shopping
Correctly use a map to find _____ given locations
Follow printed directions
Ask for help when not understanding any printed material

B. Math

1. Money
Write a check with _____ errors
Balance a checkbook/passbook with _____ errors
Find best price for _____ items
Make correct change with _____ errors
Check for correct change with _____ errors
Use a calculator for basic computations, _____% of time

2. Measurement
Tell correct time
Correctly find _____ date(s) on a calendar
Correctly list _____ linear measurement tools
Find correct linear measurement

WORK HABITS ESSENTIAL FOR JOB SUCCESS

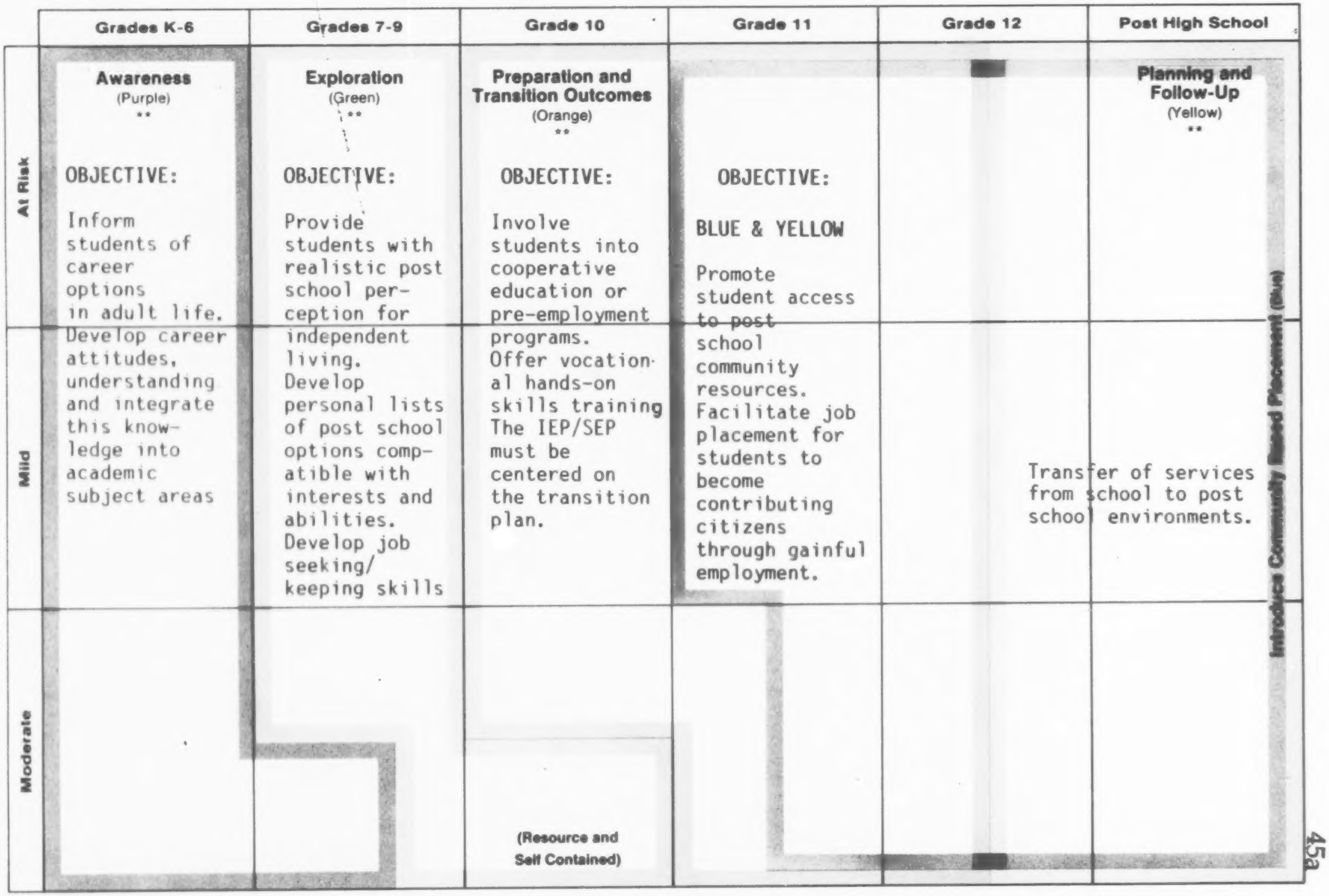
° Follows rules regarding on-the-job behavior
° Assumes responsibility for actions, judgements, and decisions on the job
° Cooperates with co-workers
° Completes series of tasks without need for supervision
° Reports to work on time and shows up regularly for activities and appointments

° Speak with others in a relaxed and self confident manner
° Maintains an acceptable level of work tolerance during routine work
° Demonstrates dependability and how to perform a specific task
° Expresses needs with ease and clarity
° Takes precautions in potentially dangerous work situations
° Uses materials wisely to avoid waste
° Practices good attendance
° Keeps materials and tools well organized
° Demonstrates effort and enthusiasm on the job
° Is cooperative in group situations and draws others into task focused or friendly conversations
° Work independently without need for constant supervision
° Keeps a neat work area and person
° Takes initiative to keep busy
° Avoids extreme shyness/aggressivity in social situations
° Demonstrates profit from criticism, disagreement, or disappointment
° Carries out tasks as instructed
° Performs work at a constant pace
° Can do different activities simultaneously
° Work effectively under different kinds of supervision
° Work cooperatively as a member of the team
° Work effectively when time, tension, or pressure are critical factors for successful performance
° Instruct or direct someone in the performance of a specific task
° Compliment and provide constructive feedback to others

REFERENCE - THE JOURNAL, FALL, 1983

Moderate To Mild/At Risk Transition Matrix

UTAH STATE OFFICE OF EDUCATION



Grades K-6
Grades 7-9
Grade 10
Grade 11
Grade 12
Post High School
— Service Pattern —
At Risk
Mild
Moderate
Introduce Community Based Placement (Blue)
(Resource and Self Contained)

Awareness
(Purple)
**

OBJECTIVE:

Inform students of career options in adult life. Develop career attitudes, understanding and integrate this knowledge into academic subject areas

Exploration
(Green)
**

OBJECTIVE:

Provide students with realistic post school perception for independent living. Develop personal lists of post school options compatible with interests and abilities. Develop job seeking/keeping skills

Preparation and Transition Outcomes
(Orange)
**

OBJECTIVE:

Involve students into cooperative education or pre-employment programs. Offer vocational hands-on skills training The IEP/SEP must be centered on the transition plan.

OBJECTIVE:

BLUE & YELLOW

Promote student access ~~to post~~ school community resources. Facilitate job placement for students to become contributing citizens through gainful employment.

Planning and Follow-Up
(Yellow)
**

Transfer of services from school to post school environments.

**Continues thereafter.

STEP II
PERSONNEL PREPARATION

TASK 1. Inservice Personnel in Models of Service Delivery for School to School and Post School Transition.

TASK 2. Inservice Personnel and/or Make Information Available About Programs Providing Transition Services to Students and Families.

TASK 3. Inservice Personnel on the Special Needs of Students With Handicaps and/or Students at Risk in Relation to School to School and Post School Transition

TASK 4. Inservice Teachers/Administrators on the Participation of Families and Agencies Throughout the Transition Process.

STEP II - PERSONNEL PREPARATION

The four tasks listed under Step II - Personnel Preparation provide districts with inservice topics which address the training of teachers, administrator, and other personnel involved in the transition process.

The person or group responsible for personnel preparation is indicated by an X on the following page.

STEP II - PERSONNEL PREPARATION

TARGET DATE	TASK	RESPONSIBILITY OF: District Administrator	District Transition Specialist	District Task Force	Agencies	Other
1.	Inservice personnel in models of service delivery for school to school and post -school transition.	X	X		X	
2.	Inservice personnel and/or make information available about programs providing transition services to students and families.	X	X		X	
3.	Inservice personnel on the special needs of students with handicaps/or students at-risk in relation to school to school and post-school transition.	X	X		X	
4.	Inservice teachers/ administrators on the participation of families and agencies in the transition process.	X	X	X	X	

STEP II - PERSONNEL PREPARATION

TASK 1. Inservice Personnel in Models of Service Delivery for School to School and Post School Transition.

Transition preparations for students can be provided through a variety of service delivery models. The following list is designed to be a guide and should not limit the scope of possible receiving environments.

School Based Models:
Vocational Trackers
Special Education Classes
Regular Education Classes

District Based Models:
District Vocational Training Center
Work Study Programs

Community Based Models:
Area Vocational Centers
Community Based Training
JTPA

STEP II - PERSONNEL PREPARATION

TASK 2. Inservice Personnel and/or Make Information Available About Programs Providing Transition Services to Students and Families.

Personnel development is critical to the success of a transition program. The following agenda suggests possible topics for staff development in the area of transition.

SUGGESTED TOPICS OF INFORMATION FOR PERSONNEL DEVELOPMENT

I. AFTER HIGH SCHOOL WHAT?

Why teach career/vocational skills?
- Self-image
- Vocational Success
- Independent Living

Why focus on Transition?
- Federal Initiatives
- Advocacy for independent living and competitive employment
- De-institutionalization

What does Transition look like?

Phase I - System Start-Up
- Transition planning committee
- Identify service programs in area
- Establish interagency agreements with community
- Establish procedures for staff and resources to facilitate planning
- Orient parents to transition
- Identify persons responsible for transition planning
- Contact agencies
- Conduct orientation
- Establish local interagency agreements
- Conduct parent training

Phase II - Individual Transition Planning
- Identify students
- Identify service needs/determine appropriateness
- Target school services/alternatives
- Target post-school services/alternatives
- Conduct transition planning/IEP meeting
  - outcomes
  - implementation/methodologies
  - responsibilities
  - timelines
- Placement

Phase III - Follow-Up

- Review completion of transition activities
- Review status of placement
- Identify final plans needed to ensure program success

II. MAJOR AREAS IN PREPARING YOUTH WITH HANDICAPS FOR WORK AND INDEPENDENT LIVING

Information and Awareness

- Needs and capabilities of youth with handicaps
- Existing programs and services
- Requirements and opportunities in the labor market
- Related inhibiting attitudes

Curriculum and Instruction

- Attention to skills for job and independent living
- Options in vocational education/training
- Vocational assessment and IEP's without vocational/career education components
- Options for hands-on-learning in real work settings

Organization and Administration

- Linkages within schooling system
- Formal mechanisms for collaborating with agencies and employers
- Services to support students at work sites
- Clarity about focus of responsibility for traditional services

III. FROM ACTION PLANNING TO IMPLEMENTATION

Next steps

Additional topics requiring inservice are identified in the Utah State Board of Education Special Education Rules (p.39). These topics address:

- Post school options and eligibility requirements
- Assisting parents in the transition process
- Transition planning within the SEP

Prepared by Karen Kemp, 1988

INFORMATION CAN BE OBTAINED FROM OTHER AGENCIES INCLUDING THE FOLLOWING

(Some of which may charge for their services):

The listings below are designed to be a guide and should not limit the student, teacher, school, or district to those agencies and receiving environments listed.

Utah Learning Resource Center
Carriage Hill Office Building
2290 East 4500 South
Suite 220
Salt Lake City, Utah 84117
(801) 272-3431
1-800-662-6624 toll free in Utah

Utah Parent Center
2290 East 4500 South
Suite 110
Salt Lake City, Utah 84117
(801) 272-1051
1-800-468-1160 toll free in Utah

New Hats
535 South 200 East #904
Salt Lake City, Utah 84111
(801) 537-1333 or 259-6613

Utah State Office of Education
Services for At Risk Students
250 East 500 South
Salt Lake City, Utah 84111
(801) 538-7727

STEP II - PERSONNEL PREPARATION

TASK 3. Inservice Personnel on the Special Needs of Students with Handicaps/or Students at Risk in Relation to School to School and Post School Transition.

Regular education and special education teachers may not be versed in the specific needs of students at risk and students with handicaps.Providing teachers with specific strategies for working with students at risk and students with handicaps will increase the success of students in the classroom.

MEETING THE NEEDS OF STUDENTS

Students with handicaps and students at risk have unique needs that can be met through modification and adaptation of the classroom environment and instruction. The options available for meeting student needs are limitless. Teachers are encourage to capitalize on personal and technical resources within the system and search for new possibilities outside (e.g., local agencies, employers, and commercially produced materials). After determining the student's needs, it may be helpful to utilize the following list in order to meet those needs.

There are three primary ways in which a student can be helped. Any one of these options, or a combination of the three can be used.

Make modifications in the individual's existing program.

Modifications may include:
- change student's schedule
- allow more time for completion of course
- homebound instruction
- extending or shortening school day for student
- using peer tutor

Adapt instructional materials and/or teaching methods.

Adaptations may include:
- small group or individualized instruction
- limit amount of reading and written material
- use diagrams and graphics when possible
- allow students to demonstrate mastery in different ways
- use both informative and summative evaluation
- provide tasks that maintain student interest

- use demonstration and role playing
- provide study guides for note taking and vocabulary study sheets
- highlight worksheets
- condense lengthy directions into steps
- use a variety of methods for input
- restate instructions and provide summaries of lectures
- assign peer tutors
- allow the use of calculators for practice
- provide a variety of project for class requirements
- require fewer questions or problems to be completed
- consider alternative methods of grading and offer options for testing
- use cooperative learning techniques
- use direct instruction techniques
- provide structure and organization

Provide additional services from other personnel or outside agencies.

Additional services may include:

- counseling
- job placement
- paraprofessional help
- reader for the blind
- remedial assistance
- tutoring
- job coach assistance
- interpreter
- bilingual instruction

Meeting the Needs of Students

Students with handicaps and students at risk have unique needs that can be met through modification and adaptation of the classroom environment and instruction. The options available for meeting student needs are limitless. Teachers are encouraged to capitalize on personal and technical resources within the system and search for new possibilities outside(e.g. local agencies, employers and commercially produced materials). After determining the student's needs, it may be helpful to utilize the following list in order to meet those needs.

There are three primary ways in which a student can be helped. Any one of these options, or a combination of the three can be used.

1. Make modifications in the individual's existing program.
    Modifications may include:
    - a. change student's schedule
    - b. allow more time for completion of course
    - c. homebound instruction
    - d. extending or shortening school day for student
    - e. using peer tutor

2. Adapt instructional materials and/or teaching methods.
    Adaptations may include:

    - a. small group or individualized instruction
    - b. limit amount of reading and written material
    - c. use diagrams and graphics when possible
    - d. allow students to demonstrate mastery in different ways
    - e. use both formative and summative evaluation
    - f. provide tasks that maintain student interest
    - g. use demonstration and role-playing
    - h. provide study guides for notetaking
    - i. provide vocabulary study sheets
    - j. highlight worksheets
    - k. condense lengthy directions into steps
    - l. use a variety of methods for input
    - m. restate instructions
    - n. assign peer tutors
    - o. allow the use of calculators for practice
    - p. provide a variety of project for class requirements
    - q. require fewer questions or problems to be completed
    - r. offer options for testing
    - s. consider alternative methods of grading
    - t. provide summaries of lectures

u. use cooperative learning techniques
v. use direct instruction techniques
w. provide structure and organization

3. Provide additional services from other personnel or outside agencies. Additional services may include:

a. counseling
b. tutoring
c. job placement
d. job coach assistance
e. paraprofessional help
f. interpreter
g. reader for the blind
h. bilingual instruction
i. remedial assistance

This list identifies characteristics of students who may be potential dropouts and will assist the classroom teacher in recognizing the special needs of these students.

° absenteeism/truancy/frequent tardiness
° poor grades
° lack of basic skills, low math and reading scores
° failure in one or more schools, failure of grade, or failure in reading
° limited extra-curricular participation
° .lack of identification with school; expressed feelings of not belonging
° poor social adjustment; perhaps socially or emotionally disturbed
° low perceptual performance
° low self-concept/low level of self-esteem
° inability to relate to authority figures
° verbal deficiency
° immature, suggestible, easily distracted, lack future orientation
° unable to tolerate structured activities or to identify with other people
° failure to see relevance of education to life experiences
° gifted and talented students (frequently bored with school)
° family problems
° more mobile than other students
° usually "loners" and generally not accepted by their peers
° tend to come from low-income families
° frequent health problems
° racial or ethnic minority, or non-English speaking home
° low educational level of parents
° siblings or parents have been dropouts
° disruptive behavior and rebellious attitudes toward authority
° excessively stressful home life
° communication between home and school is usually poor
° absence of parent from home
° friends are outside of the school, usually older dropouts

Reference: Vocational Studies Center, University of Wisconsin-Madison School of Education - Staying In...Dropout Prevention Handbook K-12

Other resources available to inservice personnel in the special needs of students with handicaps/or students at-risk in relation to school-to-school and post-school transition.

Ianacone, R.M. & Stodden (ed.) (1985). Transition issues and directions. Reston, VA: The Council for Exceptional Children

Mercer, C.D. & Mercer, A.R. (1985). Teaching students with learning problems. Columbus, OH: Merrill

Sarkees, M.D., Scott, J.L. (1986) Vocational Special Needs (2nd ed), American Technical Publishers, Inc.

STEP II - PERSONNEL PREPARATION

TASK 4. Inservice Teachers/Administrators on the Participation of Families and Agencies as Related to the Transition Process.

In order to successfully involve parents and agencies in the transition process, it is helpful to provide awareness and information on the roles and responsibilities of all participants.

The agenda from the "NEXT STEPS: PLANNING FOR EMPLOYMENT" training can serve the purpose of inservicing teachers, administrators, and parents regarding the participation of families and agencies in the transition process.

In addition information is included regarding the Fair Labor Standard Act, insurance procedures and a draft document representing a contractual agreement between a school district and a training or employment site.

Following "NEXT STEPS:PLANNING FOR EMPLOYMENT" is an example of an interagency agreement that will assist in the collaboration between schools and agencies involved cooperatively in transitioning students.

NEXT STEPS: PLANNING FOR EMPLOYMENT

SESSION 1. AN INTRODUCTION TO CAREER EDUCATION

- Understand the scope and content of NEXT STEPS;
- Become familiar with the roles of parents in advocating and planning for their child's career education development;
- Become familiar with the four stages of career development;
- Know the objectives and curricula of the stages of career education;
- Become familiar with the federal legislation relevant to career and vocational education;
- Define "work" and the needs fulfilled by work in everyday life;

SESSION 2. LOOKING TOWARD JOB PLACEMENT

- Identify possible employment or post-secondary opportunities for handicapped individuals;
- Be familiar with community services and agencies relevant to employment;
- Identify resources relevant to post-secondary school programs for students with disabilities;
- Understand the value of matching an individual's job skills to job requirements.

SESSION 3. GATHERING INFORMATION FOR CAREER AWARENESS, EXPLORATION AND PREPARATION

- Become familiar with the four elements of a personal work profile;
- Learn a method for organizing and recording information about an individual's personal traits, interests, aptitudes, and work adjustment skills;
- Know how to obtain, organize and evaluate school and agency records;
- Examine the content of a vocational assessment report;
- Become familiar with the process and objectives of a vocational evaluation.

SESSION 4. DETERMINING VOCATIONAL EDUCATION PLACEMENTS

- Become aware of a handicapped individual's own interests and goals in career planning;
- Explore employment possibilities within the nineteen occupational clusters;
- Understand the continuum of vocational placement within the school system;
- Understand the entry criteria, assessment and placement procedures for vocational programs in the local school system;
- Review a method for observing vocational placements;
- Determine the reasonable and appropriate accommodations necessary for a handicapped individual to participate in specific vocational course.

SESSION 5. INTEGRATING CAREER EDUCATION INTO THE IEP

- Learn a method for making a career education and transition plan for a handicapped individual;
- Understand IEP content and procedures relevant to career education;
- Write career education goals and objectives based upon the individual's personal profile and assessment information/
- Become familiar with the requirements for minimum competency testing and graduation;
- Identify actions parents may take to promote career education programs for their children.

Prepared by Karen Kemp, taken from **Next Steps**, Parent Educational Advocacy Training Center, Virginia

COOPERATIVE AGREEMENT BETWEEN THE UTAH STATE OFFICE OF REHABILITATION, DIVISION OF REHABILITATION SERVICES AND THE SCHOOL DISTRICT

STATEMENT OF PURPOSE

The purpose of this cooperative agreement is to clarify the roles and procedures to be utilized by the Utah State Office of Rehabilitation, Division of Rehabilitation Services (DRS), and the School District in providing cooperative programming for students with disabilities. Under this agreement students determined eligible for DRS services will be prepared through joint programming to make the transition from school to appropriate employment.

The Division of Rehabilitation Services: Program Description

The primary responsibility of DRS is to provide rehabilitative services to individuals with vocational handicaps. These services are designed to assist these individuals in preparing for, securing, and maintaining appropriate employment.

Participation in the DRS program is based on eligibility. The Rehabilitation Counselor will determine eligibility based on three criteria: 1) The presence of a physical or mental disability, 2) The existence of a substantial vocational handicap, 3) The expectation that Rehabilitation Services will benefit the individual in terms of employability.

In order to make this eligibility determination, the Rehabilitation Counselor assigned to the school will provide or arrange evaluation services sufficient in scope to clearly understand the individual's disability and determine which available services will best meet their needs. These evaluation services may include: medical examinations, psychological evaluations, clinical laboratory tests, diagnostic X-ray procedures, evaluations at rehabilitation centers, vocational evaluations, speech and hearing evaluations, visual examinations, and other evaluations as necessary.

The Division of Rehabilitation Services serves individuals with all types of handicaps: Orthopedic Impairments; Psychiatric and Psychological Problems; Paralysis of arms and/or legs; Amputations; Deafness, Partial or Complete; Alcoholism and Drug Addiction; Mental Retardation; Congenital Disabilities; Neurological Disabilities; Visual Impairments (Referred to Services to Visually Handicapped); or any other physical or mental disabilities which cause a vocational handicap.

Roles and Responsibilities of DRS:

- Develop and maintain a working relationship with school and district staff to facilitate the provision of rehabilitation services.
- Provide information to school and district staff, students, and parents regarding Rehabilitation Services, application and eligibility determination, and special needs of the handicapped student.
- Assist school personnel, parents, and students in the application and referral process to DRS.
- Assign a Rehabilitation staff member to serve as a liaison to the local high school and local school district to cooperatively plan and provide services for eligible students with disabilities. (See attachment)
- As appropriate, a Rehabilitation staff member will participate on Transitional and Individual planning teams, and develop an Individual Written Rehabilitation Plan (IWRP) on eligible students. The IWRP establishes goals and objectives, and outlines proposed services that will help the eligible disabled student achieve suitable vocational outcomes.
- Eligible students with disabilities may be selected for work evaluation, work adjustment, work training, supported employment, supported job based training, or other appropriate services or programs that meet the individual student's needs.
- DRS staff will work with school staff and community resources to accomplish the IWRP goals for eligible students. Some of the specific services that the DRS staff may provide to reach these goals include: Counseling and guidance, physical or mental restoration, prosthetic appliances, education and training, maintenance and transportation directly related to rehabilitation plan, job placement, follow-up, and post employment services.

Roles and Responsibilities of School District:

- Identify and track students with disabilities in the education system who could potentially benefit from the services offered by the Division of Rehabilitation Services.
- Develop working knowledge of DRS program and services, policies and procedures, and disseminate such information to disabled students, and their parents and guardians.
- Assign a school employee as staff liaison with the local DRS office to coordinate services for students with disabilities. (See attachment for local assignments).
- Assist students and parents in the referral process to DRS.
- Develop Individual Education Plans (IEP), and Individual Transition Plans (ITP), that will help prepare handicapped students to move successfully into adult life and employment.
- Make available to the Rehabilitation Counselor individual student records including: Medical, psychological, social, and vocational tests and inventories that may assist in the development of an appropriate Individual Written Rehabilitation Plan (IWRP).

- Work with the local DRS office and community to facilitate the accomplishment of ITP and IWRP goals designed to prepare the individual to move into suitable employment.

Joint Roles and Responsibilities:
Each organization has the responsibility to inform the local community about its program, clarify relationships between the organization in this agreement, and describe its responsibility for serving individuals with disabilities.

Both organizations agree to observe the stipulations set forth in the Federal Privacy Act.

Parties to this agreement shall comply with Title VI of the 1964 Civil Rights Act, which stipulates that no person shall be excluded from participation, denied any benefit or service, or subjected to discrimination on the basis of race, color, sex, national origin, or handicap.

Periodic evaluations will be conducted by representatives of each organization to assess the adequacy of procedures, number of student referrals, exchange of information, and other specifics to determine the effectiveness of cooperation, and improve the working relationships between the two organizations.

____________________	____________________
Judy Ann Buffmire, Ph.D. Executive Director Utah State Office of Rehabilitation	School Superintendent
____________________	____________________
Blaine Petersen, Ed.D. Division of Rehabilitation Services	District Director Division of Rehabilitation Services

Community Based Training

In order to provide transition programming in the community it is necessary to explore the laws, rules and regulations governing the training and/or employment of students with handicaps in the private sector. An overview will be provided regarding the regulations found in the Fair Labor Standards Act, especially the sections on *Employment Relationship,* Part 520 - *Employment of Student-Learners,* and Part 524-*Special Minimum Wages for Handicapped Workers in Competitive Employment.*

As part of a discussion of the Fair Labor Standards Act, it is necessary to understand the concept of the employer-employee relationship. Essentially, "the employer will provide a specified wage, safe working conditions, and clearly identified benefits. In return, the employee will provide work in a manner specified by the employer" (Moore, Fodor-Davis and Deer, 1986). Further, the Employment Relations section differentiates between *employees* and *trainees*. This is an important distinction for teachers to be aware of, as students are sometimes placed on a job as a paid employee, and often, as an unpaid trainee. (Students with handicaps access employment in the community for experiential/training purposes, as well as for compensation.) If all of the following criteria apply, trainees or students are **not** employees within the meaning of the Act: (emphasis added)

> (1)the training is similar to that which would be provided in a vocational school;
> (2)the training is for the benefit of the trainees/students;
> (3)the trainees/students do not displace regular employees, but work under their close observation;
> (4)the employer derives no immediate advantage from the activities of the trainees/students;
> (5)the trainees/students are not necessarily entitled to a job at the conclusion of the training period; and
> (6)the employer and the trainees/students understand that they are not entitled to wages for the time spent in training.

A discussion of the Employment of Student-Learners is found in Section 14. Some of the definitions included in this Section are:

> (a)a "student-learner" is a student who is receiving instruction in an accredited school, college or

> university and who is employed on a part-time basis, pursuant to a bona fide vocational training program.
>
> (b)a "bona fide vocational training program" is one authorized and approved by a State board of vocational education...

Employers can apply for special *student-learner certificates* which would allow them to pay student-learners less than the minimum wage. This is primarily because the student-learner is in a training capacity and would not be working at the norms of non-handicapped workers. Among other things, an application for such a certificate must include the following information: a statement outlining the vocational training program and the processes in which the student-learner will be engaged when in training on the job; a statement outlining the school instruction directly related to the job; the number and hourly wage rate of experienced workers employed in the occupation at which the student-learner is to be trained; and, the hourly wage rate or progressive wage schedule which the employer proposes to pay the student learner. (It is important to keep in mind that these provisions are for all student-learners, not just those who are handicapped.)

Following are some of the conditions which must be satisfied for a certificate to be issued:

> (a)must be a bona fide vocational training program;
>
> (c)student must be at least 16 years of age;
>
> (d)student must be at least 18 years of age if employed in hazardous occupation;
>
> (e)training must require sufficient degree of skill to necessitate a substantial learning period;
>
> (f)training must not be for purpose of acquiring manual dexterity and high production speeds in repetitive operations;
>
> (g)must not displace an employed worker;
>
> (h)substandard wage must not impair or depress the wage rates or working standards of experienced workers for similar work;
>
> (i)occupational needs of community must warrant training.

Among the terms and conditions of employment for the *student-learner certificates* include the following:

> (a)the special minimum wage cannot be less than 75% of the applicable minimum wage;
>
> (b)the certificates cannot be issued retroactively;
>
> (c)the number of hours of employment cannot exceed 40 hours when combined with school hours. When school is not in session on a school day, the student-learner may work additional hours, but may not exceed eight hours on any such day. During the school term when school is out for an entire week, the student-learner may work additional hours, but not exceed 40 hours in any such week.

The certificate cannot exceed the length of one school year, nor can a certificate authorize employment training beyond the date of graduation. Regulations for Part 524 deal with Special Minimum Wages for Handicapped Workers in Competitive Employment. These regulations define a "handicapped worker" as ". . . an individual whose earning capacity is impaired by age or physical or mental deficiency or injury for the work he is to perform." A handicapped trainee is similarly defined with the addition ". . . and who is receiving or is scheduled to receive on-the-job training in industry under any vocational rehabilitation program . . ."

The terms of this certificate include the following provisions:

> the wage rate shall adequately reflect the worker's or trainee's earning or productive capacity. It cannot be fixed at less than 75%;
>
> in a setting where nonhandicapped workers are employed at piece rates in the same occupation, the handicapped worker or trainee shall be paid at least the same piece rates. The worker or trainee must be paid his full piece rate earnings or the earnings at the hourly rate specified, whichever is greater;
>
> the worker or trainee shall be paid at not less than time and a half for all hours worked in excess of the maximum workweek applicable to him.

REFERENCES

Employment Relationship Under the Fair Labor Standards Act, U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, WH Publication 1297 (Revised May 1980), (Reprinted August 1985).

The Fair Labor Standards Act of 1938, as Amended, U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, WH Publication 1318, Revised November 1986.

Regulations, Part 524 Special Minimum Wages for Handicapped Workers in Competitive Employment, U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, WH Publication 1316, (Revised February 1978).

Title 29, Part 520 of the Code of Federal Regulations -*Employment of Student-Learners,* Pursuant to Section 14 of the Fair Labor Standards Act of 1938, As Amended, U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, Washington D.C. 20210, WH Publication 1343, September 1974.

Moore, S., Fodor-Davis, J., and Deer, M., "Regulations and Transition Programs for Mentally Retarded Students," *The Special Educator,* October 1986.

LIABILITY INSURANCE ISSUES

1. Students placed at a worksite as employees and receiving wages for their services would be covered under the employer's Workers'Compensation insurance.

2. For students who are placed at a worksite *for training purposes only and not receiving compensation*, the liability issue is dependent upon the contractual agreement between the employer and the district. The district's liability is covered through the State Risk Management Fund (which insures most of the districts in the state). It is urged that adequate steps be taken in selecting safe sites and providing adequate supervision.

3. Further information on developing contractual agreements between districts and employers can be obtained through: State Risk Management Office - 538-5363.

STATE WIDE EDUCATIONAL SUPPORT PROGRAMS FOR DISABLED STUDENTS IN POST SECONDARY EDUCATION

ACCESS - UTAH ASSOCIATION OF CAMPUS COORDINATORS FOR EDUCATIONAL SUPPORT SERVICES, SPECIAL SERVICES FOR DISADVANTAGED STUDENTS

BRIGHAM YOUNG UNIVERSITY
Teri Jensen, Coordinator
Student Special Services
Brigham Young University
390 SWKT
Provo, Utah 84602
378-2767

COLLEGE OF EASTERN UTAH, PRICE CENTER
Michelle Cordova
Disabled Student Services
College of Eastern Utah, Price
Price, Utah 84501
637-2120

COLLEGE OF EASTERN UTAH
SAN JUAN CENTER
Garth Wilson, Director
Special Services for Disadvantaged Students
College of Eastern Utah, San Juan
Box 363
Blanding, Utah 84511
678-2201

Dixie College
Donna Dillingham-Evans
Special Services for Disadvantaged Students
Dixie College
225 South 700 East
St. George, Utah 84770
673-4811

SALT LAKE COMMUNITY COLLEGE
Karen Morgan, Counselor
Special Services for Disadvantaged Students
Salt Lake Community College
4600 South Redwood Road
Salt Lake City, Utah 84131
967-4089

SNOW COLLEGE
Cyndi Crabb, Intervention Counselor
Special Services for Disadvantaged Students
Snow College
150 East College Avenue
Ephraim, Utah 84627
283-4021

SOUTHERN UTAH STATE COLLEGE
Rosie Fletcher, Coordinator
Student Support Services
Southern Utah State College
P. O. Box 9375
Cedar City, Utah 84720
586-7700

UNIVERSITY OF UTAH
Olga Nadeau, Coordinator
Center for Disabled Student Services
University of Utah
160 Olpin Union
Salt Lake City, Utah 84112
581-5020

UNIVERSITY OF UTAH
Kathryn Felker, Director
Lester Emmett, Coordinator
Special Services for Disadvantaged Students
University of Utah
2004 Annex
Salt Lake City, Utah 84112
581-7188

UTAH STATE UNIVERSITY
Diane Baum, Coordinator
Disabled Student Services
Utah State University
UMC 4610
Logan, Utah 84321
750-1923

UTAH STATE UNIVERSITY
Abelina Megill, Director
Special Services for Disadvantaged Students
Utah State University
UMC 4610
Logan, Utah 84321
750-3098

UTAH VALLEY COMMUNITY COLLEGE
Elaine Smiley, Coordinator
Disabled Student Services
Utah Valley Community College
P. O. Box 1609
Provo, Utah 84603
226-5000 x 224

WEBER STATE UNIVERSITY
Lamar Kap, Director
Disabled Student Services
Weber State University
3750 Harrison Boulevard
Ogden, Utah 84408-2905
626-6413

WESTMINISTER COLLEGE
Julie Kleinschmidt
Student Services
Westminister College
1840 South 1300 East
Salt Lake City, Utah 84105
488-4143

STEP III
FAMILY/STUDENT PREPARATION

TASK 1. Provide Initial Training on the Transition Process to Parents and Students. Topics May Include:

- Advocacy (Parent's Role)
- Awareness of LEA/Private Programs
- Assessment Process
- ITP, IEP/SEP Process
- Specific Transition Procedures
- Post School Options
- Support Options
- Graduation Options
- Transition Needs or Skills Specific to Individual Student

TASK 2. Notify Family Regarding Available Services Within the Continuum of Identified Transition Options

TASK 3. Provide Family Preparation With Specific Transition Training as Needed

TASK 4. Provide Written District Guidelines for Parents Regarding School to School and Post School Transition

STEP III - FAMILY/STUDENT PREPARATION

STEP III - Family/Student Preparation is broken into four tasks designed to give districts direction in the development of training/inservice for parents and families.

The person or group responsible for the preparation of families/students regarding the transition process is indicated by an X on the following page.

STEP III - FAMILY / STUDENT PREPARATION

TARGET DATE	TASK	RESPONSIBILITY OF: District Administrator	District Transition Specialist	District Task Force	Agencies	Other
	1. Provide initial training on the transition process to parents and students. Topics may include: . advocacy (parent's role) . awareness of LEA / private programs . assessment process . ITP,IEP/SEP process . specific transition procedures . post school options . support options . graduation options .transition needs or skills specific to individual student			X	X	X
	2. Notify families regarding available services within the continuum of identified transition options.			X	X	X
	3. Provide families with specific transition training as needed.			X	X	X
	4. Provide written district guidelines for parents/family regarding school to school and post-school transition.			X	X	X

STEP III - FAMILY/STUDENT PREPARATION

TASK 1. Provide Initial Training on the Transition Process to Parents and Students. Topics May Include:

- ° Advocacy (Parent's Role)
- ° Awareness of LEA/Private Programs
- ° Assessment Process
- ° ITP, IEP/SEP Process
- ° Specific Transition Procedures
- ° Post School Options
- ° Support Options
- ° Graduation Options
- ° Transition Needs or Skills Specific to Individual Student

TASK 2. Notify Family Regarding Available Services within the Continuum of Identified Transition Options

TASK 3. Provide Family Preparation with Specific Transition Training as Needed

TASK 4. Provide Written District Guidelines for Parents Regarding School to School and Post School Transition

When parents are involved in the transition process, programming, placement, and future decisions can be carried out in a productive and efficient manner. The following topics generated by the Utah Parent Center will be helpful when planning parent inservice training. In addition, the reader is referred to page 39 Utah State Board of Education, Special Education Rules, for **required** parent training topics.

TOPICS FOR PARENT TRAINING

CASE MANAGEMENT

- Going through channels/cutting red tape to ensure your protege's rights
- Categories for a home file
- Evaluating records
- Effective communication
- Obtaining your child's records
- Let your body say positive things about you
- Partial vocabulary of feelings

THE LEGAL SYSTEM

- Six major principles of P. L. 94-142
- Nondiscrimination (Section 504 of the Rehabilitation Act)
- The Vocational Education Act (Carl Perkins Act)
- Job Training Partnership Act (JTPA)

SKILL ASSESSMENT

- Career Education for the physically handicapped
- Examples of work adjustment skills
- Life centered career education
- Parent guardian evaluation questionnaire
- Long range education planning for learning disabled students

AGENCIES AND ORGANIZATIONS

- List of parent support groups
- Other Utah Resources
- Government/school resources
- National Information Center for Handicapped Children and Youth (NICHCY)
- Salt Lake Community College - Special Services Programs
- Educational Support Services in Post Secondary Education
- University of Utah - Student Services for the Handicapped
- Division of Rehabilitation Services
- JTPA
- Wasatch Front South Assessment/Placement Centers
- Utah Opportunities Industrialization Center (UOIC)
- Salt Lake Skills Center
- Division of Services to the Handicapped
- Day Treatment Service Providers
- Residential Program Administrative Offices
- Residential Facilities (DSH)
- Easter Seals

FINANCIAL RESOURCE

- How to apply for SSI and maintain SSI benefits/ eligibility while working
- Reminders for disability beneficiaries
- Plans for achieving self support
- Sample PASS
- What to do if you receive a SS notice of overpayment
- Disability Self Help Guide
- How to apply for Medicaid and maintain Medicaid eligibility
- How to get help with your medical bills

SUPPORTED EMPLOYMENT

- Supported Competitive Work in Virginia
- Understanding the IWRP

WILLS

- Wills and Trusts, future planning
- Fail safe estate planning
- The financial future
- Estate Planning: Providing for your child's future
- Annual Income Tax Guide
- Questions and answers about guardianship

Additional Information on parent participation in the transition process can be obtained from the following agencies.
Please note some agencies may charge for their services.

Utah Parent Center
2290 East 4500 South
Suite 110
Salt Lake, Utah 84117
(801) 272-1051
1-800-468-1160 toll free in Utah

New Hats
535 South 200 East #904
Salt Lake City, Utah 84111
(801) 537-1333 or 259-6613

Parent Educational Advocacy Training Center
228 Pitt Street
Room 300
Alexandria, Virginia 22314
(703) 836-2593

Utah State Office of Education
Services for At Risk Students
250 East 500 South
Salt Lake City, Utah 84111
(801) 538-7727

STEP IV
SERVICE DELIVERY

TASK 1. Identify Students with Handicaps and Students at Risk According to Utah State Office of Education Guidelines.

TASK 2. Identify Appropriate Case Managers for Students to Coordinate School to School and Post School Transition Planning.

TASK 3. Identify Possible Receiving Environment Options and Case Management Activities Based on Individual Student Needs.

TASK 4 Refer for, or Conduct Vocational Assessment at the Secondary Level for Post School Transition.

TASK 5 Development Transition Plan for Each Student Receiving Services

TASK 6 Implement Transition Program Appropriate to Each Student's Individual Transition Program, Individual Education Plan, or Student Education Plan.

TASK 7 Monitor Student Progress Making Program and Curriculum Adjustments Based on Student Needs and Results of Vocational and Academic Assessment

TASK 8 Select and Place Student in Receiving Environment

TASK 9 Transfer Transition Related Documents to Receiving Environment

STEP IV - SERVICE DELIVERY

The nine tasks in Step IV are designed to assist teachers as they carry out their responsibilities in the transition process. These responsibilities include using the IEP/ITP process to appropriately identify programming and placing of students.

The primary responsibility for carrying out the tasks included in Step IV is held by the classroom teacher. However, the chart on the next page indicates other persons or groups that can be involved in service delivery.

STEP IV - SERVICE DELIVERY

TARGET DATE	TASK	RESPONSIBILITY OF:				
		Teachers	Students	Parents	Receiving Environment/ Agencies	Other
1.	Identify students with handicaps and students at-risk according to Utah State Office of Education guidelines.	X	X	X		
2.	Identify appropriate case managers for students to coordinate school to school and post-school transition planning.	X	X	X		
3.	Identify possible receiving environment options and case management activities based on individual student needs.	X	X	X	X	X
4.	Refer for, or conduct vocational assessment at the secondary level for post-school transition.	X	X	X	X	X
5.	Develop transition plan for each student receiving services.	X	X	X	X	X
6.	Implement transition program appropriate to each student's Individualized Education Program, Individualized Transition Plan or Student Education Plan.	X	X	X	X	X

STEP IV - SERVICE DELIVERY		RESPONSIBILITY OF:				
TARGET DATE	TASK	Teachers	Parents	Students	Receiving Environment/ Agencies	Others
7.	Monitor student progress making program and curriculum adjustments based on student need and results of academic and vocational assessment.	X				X
8.	Select and place student in receiving environment.	X	X	X	X	X
9.	Transfer transition-related documents to receiving environment.	X			X	X

STEP IV - SERVICE DELIVERY

TASK 1. Identify Students with Handicaps and Students at Risk According to Utah State Office of Education Guidelines.

The Utah State Board of Education is dedicated to improving the effectiveness of services so that fewer students drop out and ALL students become more independent, self sufficient, and productive citizens. The following includes identification of students as defined by Students At Risk Master Plan, as well as categorical definitions from the Specials Education State Rules.

IDENTIFICATION OF STUDENTS AT RISK

A "Student At Risk" is any student who, because of his/her individual needs, requires some kind of uniquely designed intervention in order to achieve literacy, graduate, and be prepared for transition from school to post-school options. Without appropriate intervention, a student may not be able to participate meaningfully in society as a competent, productive, caring, and responsible citizen.

Certain conditions may contribute to a student being at risk. Some of these conditions are preventable. All of them must be considered at the earliest possible time in a student's life, with a focus on preventing or minimizing adverse effects through effective intervention efforts. These past or present conditions may be family related, socio-economic, or intrinsic to the student. They include, but are not limited to:

A. Family Related

- Divorce/separation
- Child of an alcoholic or other drug abuser
- Single parent family
- Family illiteracy
- Teenage parent
- Death in family
- Dysfunctional family management
- Mobility
- Physical/sexual/psychological abuse

B. Socio-Economic

- Cultural difference
- Religious difference
- Gender difference
- Geographic location
- Ethnic difference
- Racial difference
- Poverty
- Migrancy

C. Intrinsic to the Student

- Chronic absenteeism/truancy
- Chronic health problems
- Involvement with the court system
- Handicapping conditions
- Limited English Proficiency
- Social/emotional immaturity
- Teen pregnancy
- Lack of interaction skills
- Chronic behavior problems
- Chronic underachievement
- Giftedness/creativity
- Lack of social competence
- Low self esteem
- Suicide-prone
- Substance abuse

Reference: Master Plan for Services for Students At Risk

CATEGORICAL FOR STUDENTS WITH HANDICAPS

COMMUNICATION DISORDER (SPEECH/LANGUAGE/HEARING)

"Speech impaired" means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

ORTHOPEDICALLY IMPAIRED

"Orthopedically Impaired" means a severe orthopedic impairment which adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

SPECIFIC LEARNING DISABILITIES

"Specific learning disabilities" means a disorder in one of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage.

INTELLECTUALLY HANDICAPPED

A student experiencing an intellectual handicap demonstrates subaverage intellectual functioning concurrently with deficits in adaptive behavior. These deficits emerge during the student's developmental period. Students with intellectual handicaps (60-75) are capable of primary academic, social, and occupational self-sufficiency through regular classroom instruction and special education support services.

OTHER HEALTH IMPAIRED

A student classified under this category exhibits limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes to such a degree that it adversely affects a student's educational performance.

HEARING IMPAIRED - HARD OF HEARING

Hearing Impairment. A hearing impairment is a generic classification of hearing loss including the terms "deaf" and "hard of hearing". Hearing loss limits the transmission of sound signals through the human organs of hearing. It includes a conductive or sensorineural loss or combination thereof. A conductive loss results when sound pressure waves are obstructed in the outer or middle ear. A sensorineural loss results when there is damage to either the cochlea or auditory nerve. A combined loss occurs when all organs of hearing as described are affected.

Hard of Hearing. A hearing impairment, whether permanent or fluctuating, which adversely affects a student's education performance but which is not included under the category of "deaf" in this section.

HEARING IMPAIRED - DEAF

Hearing Impairment. A hearing impairment is a generic classification of hearing loss including the terms "deaf" and "hard of hearing".Hearing loss limits the transmission of sound signals through the human organs of hearing. It includes a conductive or sensorineural loss or combination thereof. A conductive loss results when sound pressure waves are obstructed in the outer or middle ear. A sensorineural loss results when there is damage to either the cochlea or auditory nerve. A combined loss occurs when all organs of hearing as described are affected.

Deaf. A hearing impairment so severe that the child is limited in processing linguistic information through hearing which can adversely affect educational performance.

BEHAVIOR DISORDERED

A behavior disordered student is defined as one whose behavior or emotional condition over a long period of time and to a marked degree adversely affects his/her educational performance. The first step in referring a student for special education services is the documentation by the LEA of the specific results of a history of failed classroom interventions which, however, appropriate, proved ineffective. Documentation of specific results of failed appropriate interventions must also accompany referrals to more restrictive settings.

Externalizing refers to behavior problems that are directed outwardly by the student towards the social environment and that usually involve behavioral excesses. These excesses may include, but are not limited to, aggressive behavior, hyperactivity, extreme distractibility, etc.

Internalizing refers to a class of behavior problems that are directed inwardly and often involve behavioral deficits. These deficits may include, but are not limited to, being excessively shy and timid, severely withdrawn, not participating in peer controlled activities, being unresponsive to social initiations by others, a general pervasive mood of unhappiness or depression, an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, a tendency to develop physical symptoms or fears associated with personal or school problems, etc.

Reference: Utah State Board of Education Special Education, 1989

STEP IV - SERVICE DELIVERY

TASK 2. Identify Appropriate Case Managers for Students to Coordinate School to School and Post School Transition Planning.

The identification of an appropriate case manager will provide the student with an advocate who will assist in the transition process from school to school and to post school environments. The person appropriate to be case manager will be different from individual to individual and may change as the student matures. The following examples provide a possible flow chart of case managers as a student matures.In addition, possible training topics as developed by the Utah Parent Center are listed in Step III, Task 3.

CASE MANAGEMENT FLOW CHART

(Early Childhood)
PARENT & TEACHER
▯
▯
▯
(Grades K-6)
PARENT & TEACHER
▯
▯
▯
(Grades 7-9)
PARENT/STUDENT & TEACHER
▯
▯
▯
(Grades 10-12)
PARENT/STUDENT & TEACHER
▯
▯
▯
(Post Secondary)
STUDENT/(Parent) & AGENCY

Tim Frost, 1989

PARENTS AS CASE MONITORS

What is a Case Manager?
A case manager formulates plans, mobilizes resources, supervises and monitors progress, interviews and assesses basic needs, provides information, connects clients with other services, arranges substitute care, counsels, acts as advocate, can perform 24 hour crisis intervention.

Isn't that also a description of a Parent?
We are our child's case manager

General Guidelines for Case Management
Appearance, confidence
Communication Skills
Information Specialist
  Programs
  Laws, Rules, Regulations
Organization
  Home file
  Analyzing your child's records and obtaining them
Resource Specialist

Planning Tools
Look at strengths and limitations
Goal sheets, skills assessment form, action plans

STEP IV - SERVICE DELIVERY

TASK 3. Identify Possible Receiving Environment Options and Case Management Activities Based on Individual Students Needs.

When identifying possible receiving environments for an individual student, the following information should be considered:

- Specific Background Information
- Training Received
- Parent Input
- Student Work History
- Interests and Abilities
- Available Placement Options
- Agency Recommendations
- Other Pertinent Information

TASK 4. Refer for, or Conduct Vocational Assessment at the Secondary Level for Post School Transition.

Vocational assessment is an integral component of the transition process. Current best practice strongly recommends that every student be evaluated through an informal assessment process, when more data is needed, and formal assessment procedures. Vocational assessment should be an ongoing process of collecting, integrating, analyzing, and evaluating information about a student's progress and eventual placement. The following pages will assist 1) in determining contents and techniques of Vocational assessment, 2) present an overview of an informal assessment process, and 3) identify the locations of Utah Vocational Assessment Centers.

VOCATIONAL ASSESSMENT

The boxes below list suggested areas of assessment, as well as various techniques that could be used to obtain the assessment information.

Interests
Aptitudes
Values
Learning Style
Working Conditions
Self Appraisal
Academics
Following Directions
Punctuality and Reliability
Work Habits
Work Attitude
School Attitude
Appearance and Hygiene
Family Support

Achievement Tests
Standardized Interest Inventories
Social Maturity Tests
Commercial Work Samples
Commercial Work Evaluation Systems
Job Sites
Intelligence Tests
Personality Inventories
Aptitude and Dexterity Tests
Community
Family

Moderate To Mild/At Risk Transition Matrix

UTAH STATE OFFICE OF EDUCATION

— Service Pattern —	Grades K-6	Grades 7-9	Grade 10	Grade 11	Grade 12	Post High School
At Risk	**Awareness** (Purple) ** OBJECTIVE: Inform students of career options in adult life. Develop career attitudes, understanding and integrate this knowledge into academic subject areas	**Exploration** (Green) ** OBJECTIVE: Provide students with realistic post school perception for independent living. Develop personal lists of post school options compatible with interests and abilities. Develop job seeking/ keeping skills	**Preparation and Transition Outcomes** (Orange) ** OBJECTIVE: Involve students into cooperative education or pre-employment programs. Offer vocational hands-on skills training The IEP/SEP must be centered on the transition plan.	OBJECTIVE: BLUE & YELLOW Promote student access to post school community resources. Facilitate job placement for students to become contributing citizens through gainful employment.		**Planning and Follow-Up** (Yellow) **
Mild						Transfer of services from school to post school environments.
Moderate	133		(Resource and Self Contained)			139

**Continues thereafter.

"INFORMAL" VOCATIONAL ASSESSMENT: A WORKABLE OPTION

Prior to the implementation of P.L. 94-142, vocational services for students with handicaps was addressed by only some educators (Beekman, 1959, Kolstoe, 1965). Today, information regarding the vocational needs of individuals with special needs is increasingly available, and emphasis is being placed on assessment as an integral part of vocational planning.

More educators are beginning to recognize the importance and value of the vocational assessment process for students with special needs. This process provides benefits for students in terms of planning and placement decisions related to independent living and the world of work. With recent mandates and legislation, vocational assessment of students with special needs is demanding the attention of vocational and special educators. In the Carl Perkins Act, vocational assessment appears in legislative language for the first time. This Act includes provisions for students with special needs to access and receive the support necessary for success in vocational education programs. However, difficulties remain in the implementation of a systematic vocational assessment process that is meaningful and useful to teachers, parents and students.

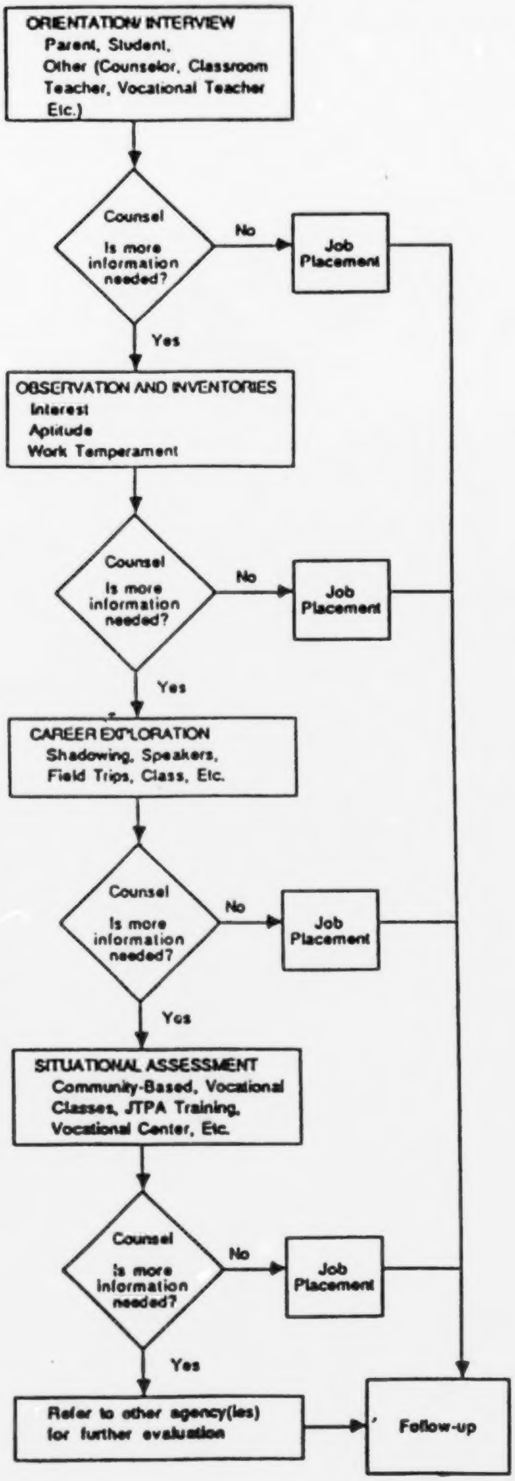
For the purpose of this article, vocational assessment can be broadly defined as the process of gathering information about students' skills, interests, abilities, and performance in order to make appropriate training and/or placement decisions. The need for vocational assessment of students with special needs has been well-documented in the literature (Peterson, 1985; Stodden, 1981; Treichel, 1982). Various models have depicted vocational assessment as part of Individual Education Plan (IEP) development (Phelps and McCarty, 1984) as well as for determining vocational placement of students. Different authors have described various models such as: vocational evaluation centers (Nadolsky, 1972, 1973), curriculum-based vocational assessment (Cobb, 1983 and others), and comprehensive vocational assessment procedures represented by Peterson and Hill's VOC-AIM (1982).

Models of vocational assessment that advocate formal and standardized evaluation procedures can be time consuming and are not always relevant to the needs of students. A key factor in determining the use of vocational assessment for program development is ease of implementation. Additional factors include accurate appraisal of students and use of the information for educational planning and placement .

Vocational programming has become a major thrust in secondary education for students with special needs. However, assessment is often an overlooked component of the vocational programming process. Students are sometimes placed on job sites with little or no assessment of their interests, aptitudes or levels of performance. When testing does occur it is often administered in an artificial setting with standardized instruments. In addition, test results can be misleading by inaccurately reflecting students' actual on-the-job performances.

An effective method of assessment is crucial in the efforts to train students in vocational skills which they will maintain in their future lives. The Informal Vocational Assessment Model is a four-step process that can be easily implemented by teachers or other professionals and will provide the
The four stages of the model are: 1) Orientation and Interview, 2) Observation and Inventories, 3) Career Exploration, and 4) Situational Assessment . At each stage of the process a counseling session is held with students to determine if enough information has been obtained. If not, the process moves to the next stage. This process is illustrated in the flow chart in Figure 1.

"Informal" Vocational Assessment


ORIENTATION/ INTERVIEW
Parent, Student,
Other (Counselor, Classroom Teacher, Vocational Teacher Etc.)
Counsel
Is more information needed?
No
Job Placement
Yes
OBSERVATION AND INVENTORIES
Interest
Aptitude
Work Temperament
Counsel
Is more information needed?
No
Job Placement
Yes
CAREER EXPLORATION
Shadowing, Speakers,
Field Trips, Class, Etc.
Counsel
Is more information needed?
No
Job Placement
Yes
SITUATIONAL ASSESSMENT
Community-Based, Vocational Classes, JTPA Training, Vocational Center, Etc.
Counsel
Is more information needed?
No
Job Placement
Yes
Refer to other agency(ies) for further evaluation
Follow-up

Developed by Kemp, Barela, Hemmert, Rydalch, 1987

STAGES

Orientation / Interview

The first stage of the process includes an orientation meeting followed by an interview. During the orientation process students and parents meet with a teacher/evaluator to begin identification of vocational strengths and limitations. The vocational assessment process is explained, and its purpose discussed. This is an important step in the process, because it results in the establishment of a rapport among the teachers, students and parents. After the orientation, an interview is conducted with students to gather biographical data regarding abilities, interests and desires. Students must be actively involved throughout the interview to ensure that maximum information is obtained. This is emphasized by Nadolsky (1971):

> In addition to communicating the purpose and goals of the evaluation to the person, the evaluation interview is used to enhance the... evaluator's understanding of the client through the verification and clarification of biographical data, or the acquisition of supplementary information. It is through the evaluation interview that biographical data become alive and meaningful. As a result of a more thorough understanding of the client's past history, present situation, and future aspirations, it is possible to eliminate additional occupations from consideration. (p. 43)

Interviews with the students' parents, teachers, counselors, etc. may also take place if more in-depth information of the students is needed. Input is provided regarding home environment, classroom involvement, levels of support and/or special needs.

During the interview, the evaluator begins to compile data in order to map out the program plan that best fits students' needs. The following information should be included: (a) demographics, (b) home, family and community information, (c) interests and known abilities, (d) social skills, (e) academic abilities, (f) independent living skills, (g) physical skills and limitations, and (h) levels

The synthesis of the interview data will generate a preliminary hypothesis about students' vocational potentials, training needs and work interests (Brolin, 1982). At this point, enough information may be available to develop an appropriate program for students that could result in placement directly into training programs or jobs. This program development can be a part of the Individual Transition Plan (ITP) or Individual Education Plan (IEP). However, should more information be required to determine programming needs, the evaluator should proceed to the next stage of the flow chart.

Observation and Inventories

At the completion of the Orientation/Interview stage of vocational assessment, the evaluator may determine that more information is needed to adequately make decisions regarding students' programming needs. If this is the case, inventories are administered and observations conducted. Consideration should be given to data collected in the first stage before choosing the types of inventories and observations to be utilized. The following are brief descriptions of procedures that can assist in obtaining information at this stage.

Checklists. This is a sampling process for assessing interests, attitudes or behaviors. The checklist can be used to elicit students', teachers', or parents' perceptions of students' school or work-related performances.

Observations. This technique can be used to collect data and monitor students' performance in the classroom or on the job. The observer can identify a specific behavior or series of behaviors that may contribute to, or interfere with, job performance.

Curriculum/Performance-Based Assessment. This procedure measures students' performance levels as defined by instructional curriculum or related activities. The process includes a series of questions students must answer or activities that must be performed. Based on the results, the evaluator can determine the students' instructional proficiency and achievement levels relative to specific objectives in the curriculum.

Specific areas to consider when choosing and/or developing inventories, checklists or observation forms include:

1. Specific vocational skills (i.e., students' work experiences in school or at home)
2. Work-related behaviors (i.e., punctuality, attendance, attention to tasks, etc.
3. Learning skills and styles (i.e. tactile, visual, sequential, simultaneous, etc.)
4. Vocational interests
5. Academic aptitudes (i.e., past and present achievement levels)
6. Work temperament (i.e., preferences in work environment)

With the compilation of data collected from this and previous stages, a clearer picture of students' strengths and limitations should begin to unfold. A counseling session is held to determine if a plan can be developed. If students are unclear about career choices, continuing on to the next stage in the flow chart is recommended.

Career Exploration

At this stage, students discover career options available via career information materials, shadowing, speakers, field trips, and work samples. Career exploration is an integral part of Informal Vocational Assessment. Peterson (1985) cites the need for student-centered assessment as a criterion for effective evaluation. Career exploration facilitates students in making vocational decisions by providing answers to questions such as, "What type of work am I interested in?", "What skills are required?", "How do my abilities relate?", and "What is the current job market like?" In order to make this a valuable process, jobs to be evaluated should be narrowed to five or less. This will allow an intensive appraisal of each job evaluated.

Career exploration can occur in any of the following ways:
1) Materials found in vocational centers and/or in classrooms. These would include the Dictionary of Occupational Titles, movies, filmstrips, abstracts, kits, etc.
2) Shadowing, speakers, and/or field trips. These activities provide opportunity for students to interact with people currently in the work force.
(3) Vocational classroom or community-based work samples. This is a way for students to assess their abilities to perform tasks on specific jobs while determining actual interests in the vocational areas.

Involvement in a variety of career exploration activities will allow students and evaluators to systematically eliminate jobs that may be inappropriate or unacceptable for one reason or another. The following information about each job should be kept for reference:

1. Skills necessary for job retention
2. Job entry requirements
3. Entry level salary
4. Potential for advancement
5. Future job availability

Jobs of interest should be narrowed to one or two. Work samples should not be set up until students have had time and guidance in evaluating all areas of interest and aptitude. If, by the end of this stage, students are still unsure of major areas of interest, the exploration process should be repeated.

After completion of this stage, another counseling session is held to assess the information gathered to this point in order to make programmatic decisions. If appropriate, students can be placed in training programs or jobs. However, if it is felt that further evaluation of students' work-related abilities is needed, the next stage of the flow chart, "Situational Assessment" would commence.

Situational Assessment

If students reach the fourth stage of this model and successful job training or placement has not occurred, then information must be obtained regarding individuals' abilities to meet the environmental requirements of jobs. This includes such factors as the diversity within a work situation, the social demands of a job, and the variety of tasks required to complete any one job. In assessing students in these areas, it will be necessary to use the comprehensive approach of situational assessment. Before beginning this stage, the compiled information from the previous stages should be taken into account in order to choose the most appropriate setting(s) in which to conduct the situational assessment.

The primary purpose of situational assessment is to observe, record, and interpret the vocational behaviors of individuals in group work situations, across various settings. These settings can be vocational training classes, community-based training sites, or job sites within local business or industry. The rationale for conducting an assessment at an actual work site is two-fold. First, it provides students with an opportunity to discover the many factors associated with a job experience. Second, it moves the school personnel into the field in order to evaluate students under realistic conditions (Brolin, 1982). The process of situational assessment consists of the following systematic phases:

1. The planning and scheduling of observations includes reviewing the information from the first three stages of the flowchart. Prior to beginning the assessment or observation, it will be necessary for the evaluator to determine the extent to which students will need to be assessed based on previous information gathered. It is also preferable for the evaluator to make frequent observations that are brief, rather than fewer observations for longer periods of time. This allows the observations to take place under varying circumstances and will more clearly reflect students' typical behavior.

2. The observing, describing, and recording of data requires the use of well-conceived and well-designed rating and observation forms. The following steps should be adhered to when gathering information:

1. Specify the behavior(s) to be observed.
2. Describe the training environment (job analysis).
3. Measure the initial strength of the behavior(s) (baseline).
4. Implement a plan as needed to change behaviors.
5. Continue plan until behavior change can be shown or assessment is completed.

Some examples of behaviors to observe are: (a) ability to get along with co-workers and staff, (b) ability to follow directions, (c) ability to learn new tasks, (d) ability to perform work with speed and accuracy, (e) ability to tolerate frustration, (f) ability to use effective interpersonal skills, etc.

3. Observational data should be organized, analyzed and interpreted. Before analyzing and interpreting the data, information should be available concerning "normal work behaviors" expected in the work setting. This type of data can be obtained through observation of current employees or questionnaires. Data is best gathered by one person in order to maintain consistency and decrease observer error.

4. Observational data must be considered along with the interest, aptitude, and other interview inventories already administered. The data collected from each situational assessment is now reviewed along with all information from each stage of the flow chart.

The effectiveness of situational assessment depends on the sensitivity and skill of the staff in observing and collecting data. Of primary importance is placing students in work situations that will permit the identified behaviors to be observed. This is critical because the data must provide enough information about students in work environments in order that specific behavioral deficits can be discerned and modified, and so that progress can be assessed.

Situational assessment, although somewhat time-consuming, can provide several advantages. It allows students to be evaluated in more natural settings, doing away with the anxiety that might be present during formal test situations. Evaluation takes place in the actual work environment, so the information gathered is experience-based and more meaningful for the students and the evaluators. Finally, it gives the evaluators a chance to observe students in several work situations under various conditions. This process provides enough data to make appropriate decisions for successful job placement. At this point in the model, students who have not been successfully placed at training sites or on jobs may be referred to other agencies for further evaluation.

SUMMARY

This model has described a method of informally assessing students in a four-step process. The four stages are: 1) Orientation/Interview, 2) Observation and Inventories, 3) Career Exploration, and 4) Situational Assessment. Each of these provides information in making vocational programming decisions. Coordination of activities by one individual will ensure consistency throughout the process. This person could be the teacher, a counselor, paraprofessional, or someone who has responsibility for vocational programming. The purpose is to obtain the most relevant information possible about students' interests and abilities. This is accomplished by having students directly involved in the process and by assessing them in natural settings. Although aspects of the process may seem time- consuming, increased accuracy and better-informed decisions during the evaluation can be made at the completion of each of the stages.

Data collected from each stage should be compiled on a summary form. This documentation will include all current assessment information about the students. The use of the summary form allows for easy accessibility of the information. Should students need to be referred for further evaluation, the summary form can provide initial data for future evaluation. Use of the Informal Vocational Assessment Model provides the crucial assessment information necessary for appropriate vocational program development and placement.

Kemp,K., Barela,C., Hemmert, S. (1989). Informal Vocational Assessment: A Workable Option. In Division on Career Development of The Council for Exceptional Children, Career Education for Special Needs Individuals: Learning, Earning, Contributing. Dance Graphics, Columbia, South Carolina.

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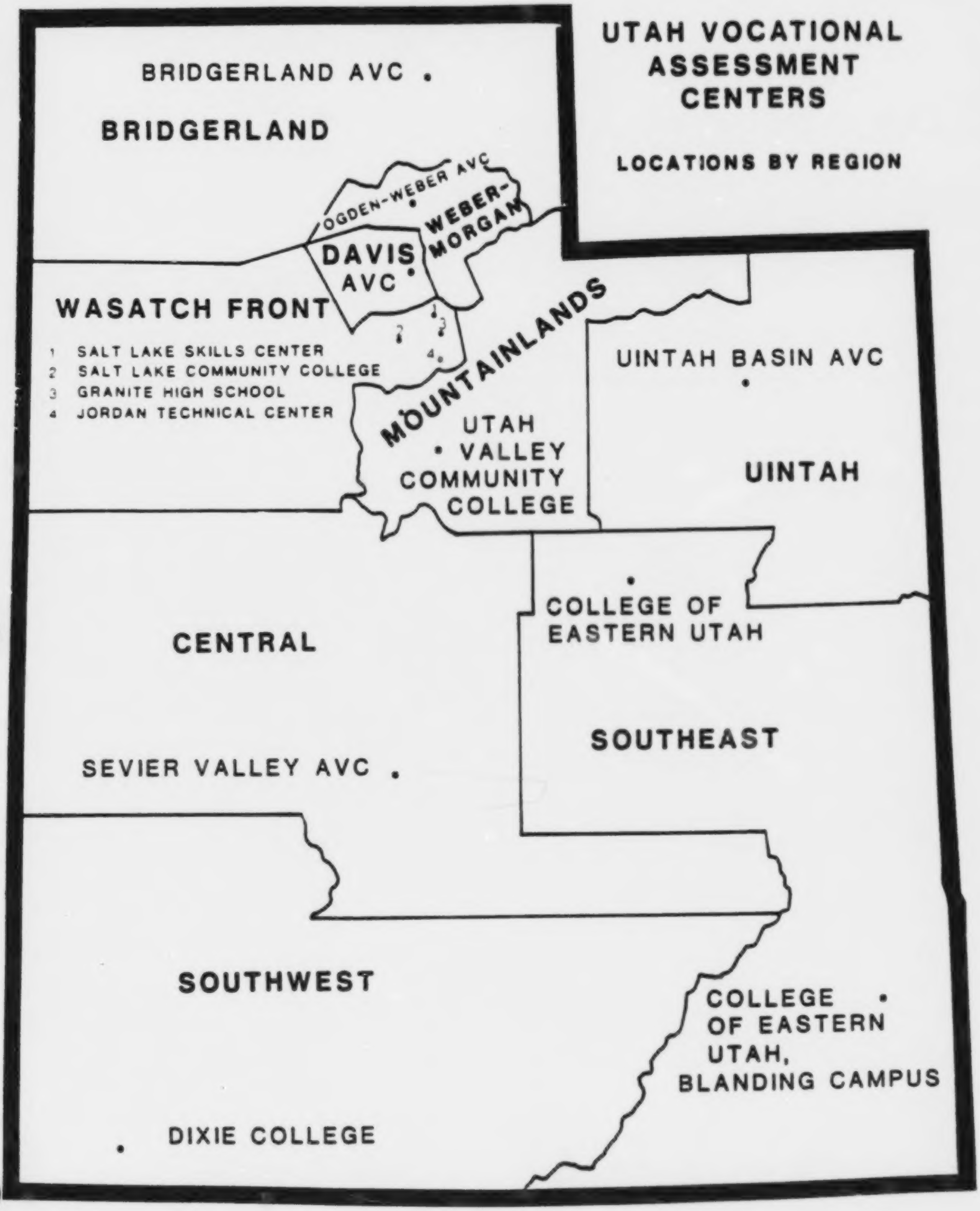
UTAH VOCATIONAL ASSESSMENT CENTERS

LOCATIONS BY REGION


BRIDGERLAND AVC
BRIDGERLAND
OGDEN-WEBER AVC
WEBER-MORGAN
DAVIS AVC
WASATCH FRONT
1 SALT LAKE SKILLS CENTER
2 SALT LAKE COMMUNITY COLLEGE
3 GRANITE HIGH SCHOOL
4 JORDAN TECHNICAL CENTER
1
2
3
4
MOUNTAINLANDS
UTAH VALLEY COMMUNITY COLLEGE
UINTAH BASIN AVC
UINTAH
COLLEGE OF EASTERN UTAH
CENTRAL
SOUTHEAST
SEVIER VALLEY AVC
SOUTHWEST
COLLEGE OF EASTERN UTAH, BLANDING CAMPUS
DIXIE COLLEGE

STEP IV - SERVICE DELIVERY

TASK 5. Develop Transition Plan for Each Student Receiving Services.

Transition planning for students with handicaps and students at risk at the secondary level shall be addressed in the SEP or IEP. Decisions regarding student transition planning must be based on the results of the individual student evaluations completed by the multidisciplinary assessment team. For a limited number of handicapped/at risk students that do not require the inclusion of transition planning in the SEP or the IEP, the school district's student advisement program shall be the proper vehicle for addressing transition planning goals.

According to the Utah State Board of Education Special Education rules, the goals and objectives in the SEP or the IEP shall be written to include one or more of the following areas:

a) employment and vocational training,
b) social skills training,
c) community access training, and
d) daily living skills.

The following are examples of the transition planning forms used in Granite and Salt Lake School Districts.

GRANITE SCHOOL DISTRICT — INDIVIDUAL TRANSITION PLAN

STUDENT'S NAME: ______________________________

THIS PLAN IS A PART OF THE IEP/SEP AND SHOULD BE:

A. Reviewed and signed by the parent yearly when transition programming is provided by the special education department.

B. Attached in the student's file behind the current I.E.P.

EXPLANATION: The Utah State Special Education Rules indicate that:

The goals and objectives on the IEP shall be written to include one or more of the following areas: (1) employment and vocational training, (2) social skills training, (3) community access training, and (4) daily living skills training.
(SECTION IV.F.) (June, 1988)

DIRECTIONS (form on reverse side):

For one or more of the four skill areas, list specific objectives for the student or list references to the student's I.E.P. as applicable. Check/list the person/agency who will be responsible for each objective.

TRANSITION PROGRAMMING WILL BE PROVIDED: ___ by Special Education
___ through the school's regular counseling or vocational program

OTHER INCLUSIONS:

1. List date(s) parents were notified or provided with post-school options.

____

____

____

2. List date(s) parents were notified or given assistance regarding contacts to adult services providers. List possible receiving agencies.

____

____

____

YEARLY PARENT SIGNATURES:

7th grade: ____________________ 10th grade: ____________________

8th grade: ____________________ 11th grade: ____________________

9th grade: ____________________ 12th grade: ____________________

TRANSITION PLAN

(1) Employment & Vocational Training
(2) Social Skills Training
(3) Community Access Training
(4) Daily Living Skills

AREA(S) TO BE ADDRESSED (#'s)	DATE	TRANSITION OBJECTIVES (Refer to IEP as appropriate Goal # or * objectives)	PERSON/AGENCY RESPONSIBLE (✓)			
			Student	Parent	School	Agency (List)

COMMUNITY/AGENCY INFORMATION SHARING

With parental consent, information for adult service needs has been shared with:

Agency ____________ Date ______ Agency ____________ Date ______

Agency ____________ Date ______ Agency ____________ Date ______

Salt Lake City School District

Individual Education Transition Plan

Student ______________________________
Birthdate ______________________________
Date of Graduation ______________________________
School ______________________________
Address ______________________________
Parent or Guardian ______________________________
Home Phone ______________ Work Phone ______________

Achievement Scores	9	10	11	12
Math:				
Reading:				
Language Arts:				

History of Vocational Class Enrollment	9	10	11	12
Classes Taken:				

Work History	9	10	11	12
Workplace and Position:				

JTPA Participation	9	10	11	12
List Dates:				

Career Exploration Activities	9	10	11	12
List Activities:				

Vocational Assessment	Date	Results	Assessor
Vocational Assessors:			

Employability Assessment Profile

Evaluation Criteria	Low				Moderate				High				Comments
	9	10	11	12	9	10	11	12	9	10	11	12	
I. *Years of Education:*													
II. *Academic Skill Levels:*													
A. Speaking													
B. Reading													
C. Writing													
D. Math													
E. Money													
F. Comprehension of verbal instruction													
III. *Health Limitations:*													
A. Physical													
B. Mental													
C. Sight													
D. Hearing													
E. Emotional													
IV. *Legal Barriers:*													
A. Driver's license													
B. Conviction record													
V. *Motivation:*													
A. Work ethic													
B. Self-concept													
C. Work shift preference													
D. Ability to defer gratification													
E. Degree of felt economic responsibility													
VI. *Environmental Factors:*													
A. Environmental emotional support													
B. Environmental work ethic													
VII. *Work Factors:*													
A. Time presently employed													
B. Number of jobs in last year													
C. Reason for leaving last job													
D. Skill level													
E. Work habits													
F. Job hunting skills:													
1. application													
2. interviewing													
3. job leads													
VIII. *Miscellaneous Criteria:*													
A. Appearance—dress/grooming													
B. Other (specify)													

Employabilty Assessment Profile

Evaluation Criteria	Low	Moderate	High
I. *Years of Education*	0-8	9-11	12+
II. *Academic Skill Levels:*			
A. Speaking	Non-English language	English as a second language, speech difficulties	Fluent
B. Reading	Illiterate	Functional	Reads on grade level
C. Writing	Cannot or writes only simple sentences	Can write short coherent paragraph	Forms paragraphs using related sentences and correct grammar
D. Math	Simple +,- skills	Functional in addition, subtraction, multiplication, division	Higher level (fractions, decimals, percents, pre-algebra, etc.)
E. Money	Can make change under $1.00	Can make change to any amount	Figures percents and discounts
F. Comprehension of verbal instruction	Seldom	Generally	Routinely
III. *Health Limitations:*			
A. Physical	Recurring problems that cause limitations	Medical situation stable	No limitations
B. Mental	Below 60	60-85	Above 85
C. Sight	Blind	Limited sight	No problems
D. Hearing	Deaf	Normal or near normal with hearing aid	No problems
E. Emotional	Displays frequent outbursts, minimal control of emotions	Generally in control of emotions, few outbursts	Routinely exercises emotional control
IV. *Legal Barriers:*			
A. Driver's license	Suspended or no license	Unpaid ticket(s)	No problems
B. Conviction record	Felony	Misdemeanor	No record or traffic tickets only
V. *Motivation:*			
A. Work Ethic	None	Works out of necessity	Enjoys working
B. Self-concept	Believes s/he will fail or has limited faith in ability to succeed	Generally has faith in ability to succeed	Consistently has faith in ability to succeed
C. Work shift preference	Willing to work only limited hours	Will work one shift with occasional variations	Will work any hours necessary
D. Ability to defer gratification	Impulsive	Usually waits and plans	Prefers to wait and plan
E. Degree of felt economic responsibility	None	Responsible for self	Responsible for self and others

	Low	Moderate	High
VI. *Environmental Factors:*			
A. Environmental emotional support	No apparent emotional support system	Partial support	Total support
B. Environmental work ethic	No one in living environment working	At least one person in living environment working	2 or more persons in living environment working
VII. *Work Factors:*			
A. Time presently employed	Less than one month or no employment	1-3 months	More than 3 months
B. Number of jobs in last year	4 or more jobs	2-3 jobs	One job
C. Reason for leaving last job	Fired or quit	Resigned with proper notice	Resigned with proper notice for other position
D. Skill level	Unskilled, no training	Semi-skilled, limited training	Skilled, successful completion of training
E. Work habits	Unreliable, needs constant supervision, frequently absent or late	Resents being told what to do but will do so, needs moderate supervision, seldom late or absent	Reliable, needs minimal supervision, punctual
F. Job hunting skills:			
1. application	Cannot fill out application at all	Can partially complete application	Fully completes application
2. interviewing	Lacks interviewing skills or has little interviewing experience	exhibits some behavior which would impede job interview process	Skilled and confident in job interviewing situations
3. job leads	Unable to identify any source of job leads	Can identify most common sources of job leads	Readily identifies most sources of job leads
VIII. *Miscellaneous criteria:*			
A. Appearance--dress/ grooming	Inadequate or inappropriate dress or grooming	Will clean up if required to do so, will accept assistance in improving dressing and grooming skills	Adequate and appropriate clothing and grooming skills
B. Other (specify)			

Evaluation Criteria	Year	EAP Totals		
		Low	Moderate	High
Years of Education	9			
	10			
	11			
	12			
Academic Skills Level	9			
	10			
	11			
	12			
Health Limitations	9			
	10			
	11			
	12			
Legal Barriers	9			
	10			
	11			
	12			
Motivation	9			
	10			
	11			
	12			
Environmental Factors	9			
	10			
	11			
	12			
Work Factors	9			
	10			
	11			
	12			
Miscellaneous Criteria	9			
	10			
	11			
	12			
Overall Criteria	9			
	10			
	11			
	12			

Program Goals and In-School Plans

Career Goal:	
9	
10	
11	
12	
In-School Placement Plan:	
9	
10	
11	
12	
Curriculum Adaptations:	
9	
10	
11	
12	
Necessary Support Services:	
9	
10	
11	
12	

Transition Plan

page ___ of

Transitional Issues to Consider:

1. Life Skills
2. Income Support
3. Work/Vocational Placement/Education
4. Residential Placement
5. Community Leisure Options
6. Transportation
7. Medical Needs
8. Long term Care
9. Advocate/Guardianship
10. Maintenance of Family Relationships
11. Insurance
12. Others as Appropriate

Transitional Issues	Activities, Modifications, and Recommendations	Responsibilities			Date to be Completed	Monitoring and Program Adjustment
		Parent/Guardian	School	Service Provider		

JORDAN SCHOOL DISTRICT - YOUTH-IN-CUSTODY

INDIVIDUAL TRANSITION PLAN

LONG RANGE VOCATIONAL GOAL: ______________________________

____

PROGRAM/STUDENT OBJECTIVES:

1. ______________________________
2. ______________________________
3. ______________________________

SHORT TERM VOCATIONAL GOAL: ______________________________

____

PROGRAM/STUDENT OBJECTIVES:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

POTENTIAL CLASSES OR TRAINING PROGRAMS AVAILABLE RELATED TO CAREER GOAL:

1. ____________________
2. ____________________
3. ____________________

HIGH SCHOOL

1. ____________________
2. ____________________
3. ____________________

COMMUNITY TRAINING PROGRAMS

ELIGIBILITY		YES	NO
JTPA			
DRS			
TJTC			

____
Student Signature Date

____
Employment and Training Specialist Signature Date

STEP IV - SERVICE DELIVERY

TASK 6. Implement Transition Program Appropriate to Each Student's Individual Transition Program, Individual Education Plan, or Student Education Plan.

Individual Education Program Driven Service Delivery

IEP driven service delivery to students is a critical aspect of transition planning and includes:

Orienting the family and student to transition procedures at each IEP review including eligibility criteria and transition activities specific to the student. The IEP should also address generic skills needed for success in the student's next possible placement (least restrictive environment) as well as remediation of identified deficit.

Ideally, upon entry into secondary school services, the student is assigned a transition case manager or a single contact for transition.

Student transition services are planned to include:

- the range of services the student will require,
- transition dates and timelines,
- potential receiving environments and other intervention settings so parents and students can visit,
- prior notice for transfer of records,
- a formal referral for services, and
- a students profile which is designed to provide a receiving staff member with an overview of a student's history and strengths.

Staff arrange site visits in potential receiving settings to become familiar with the nature of each program and to become acquainted with the staff.

Conduct site visits using environmental observations to obtain information related to expectations needed for success in the potential settings.

Receiving agency conducts observation in setting.

Parents and representatives from the sending and receiving agencies meet to develop student's IEP and to determine students appropriate placement including starting date of service, or students placed in LEA program based on existing IEP with the next IEP to be developed within thirty days of placement.

Transition goals and objectives, based on generic skills assessment which addresses specific needs for successful placement in the next LRE, are added to the IEP for the remainder of student services.

TASK 7. Monitor Student Progress Making Program and Curriculum Adjustments Based on Student Needs and Results of Vocational and Academic Assessment.

In order to successfully transition students, it is essential to not only monitor student progress in the classroom, but to carefully monitor student performance at the training or work site.

Schools should develop and use a classroom report similar to the "Student Progress Report" to track student progress in traditional school settings. A Graduation Planning Sheet" similar to the one shown will assist teachers, counselors, and administrators in planning appropriate transition oriented course work throughout the student's high school years. On-the-job and training site evaluations may be conducted by teachers, paraprofessionals, and employers using forms similar to the "Training Site Performance Evaluation" and "Student Work/Study Evaluation". These examples follow.

STUDENT PROGRESS CHECK LIST

NAME ______________________ GRADE AND SECTION ______________________ DATE ______________

Subject	Period	Gets to class on time	Brings materials to class	Behaves acceptably	Turns in homework	Participates in class discussions	Completes written assignments	Is passing your class?	Teacher's Initials
	1								
	2								
	3								
	4								
	5								
	6								

Comments:

Parent's Signature ____

GRADUATION PLANNING SHEET

Name: ______________________________ DOB: __________

Substitutions and Rationale

9th Grade

10th Grade

11th Grade

12th Grade

9th English				
10th English				
11th English				
12th English				

9th Social Studies				
World History				
American History				

Math—9th or 10th				
Math—11th or 12th				

Science—Biology				
Science—Physics				

Vocational				

Cultural Art				

Life Sports		
Life Fitness		
Physical Education		
Health		

500-1824

COMPETENCY TEST

Test	Attempts—Dates Taken
Reading	
Math	
Consumerism	
Problem Solving	
American Governance	
Composition	

9th Grade Review

LEA Date

Teacher Date

Counselor Date

Parent Date

Student Date

10th Grade Review

LEA Date

Teacher Date

Counselor Date

Parent Date

Student Date

11th Grade Review

LEA Date

Teacher Date

Counselor Date

Parent Date

Student Date

12th Grade Review

LEA Date

Teacher Date

Counselor Date

Parent Date

Student Date

Prepared by Candy Barela, Jordan School District

NAME: ______________________________________

COURSE: ____________________ INSTRUCTOR: ______________

TRAINING SITE PERFORMANCE EVALUATION

Please complete the following performance evaluation and return to Sue Hall, (Jordan Technical Center). Thank you.

Attendance - Please check (X) days absent.

M	T	W	T	F		M	T	W	T	F
					▨					

Week of ______________ Week of ______________

	NEEDS IMPROVEMENT	AVERAGE	ABOVE AVERAGE
PUNCTUALITY - Arrives on time ready to work.			
PERSONAL APPEARANCE - Clean, appropriate clothing.			
ACCEPTS CORRECTION - Accepts and learns from constructive criticism.			
WORK RELATIONS - Works cooperatively with others.			
INSTRUCTION FOLLOWING - Follows supervisor's instructions.			
TIME USEAGE - Works consistently during class time.			
SAFETY - Uses equipment properly, demonstrates good safety habits.			
WORK QUALITY - Performs work accurately, little need for corrections.			
INITIATIVE - Asks for further work or assists others.			
WILLINGNESS TO LEARN - Eager, interested in learning.			

ADDITIONAL COMMENTS:

Do you need a conference regarding this student? _____ yes _____ no

Signature ______________________________

Jordan School District

Jordan School District

STUDENT WORK/STUDY EVALUATION
REPORT OF EMPLOYER

NAME OF STUDENT_____________________ MONTH_________________

PLACE OF EMPLOYMENT____

NAME OF PERSON FILLING OUT THIS FORM
__________________________________/________________
(position)

Check the word(s) or phrase(s) which is the most descriptive of the student's performance:

I Attitude
___Definitely interested and cooperative; likes job
___Generally interested and cooperative
___Indifferent and uncooperative at times
___Often indifferent and uncooperative
___Disinterested in job
___I would like additional school help in this area

II Attendance
____Regular, reliable, notifies when late or absent
____Arrives late
____Leaves early
____Takes unauthorized breaks
____Fails to notify when late or absent
____I would like additional school help in this area

III Appearance
____Suitable dress, haircut, cleanliness
____Unclean
____Inappropriate haircut
____Inappropriate dress
____I would like additional school help in this area

IV Overall Awareness & Judgement
____Student is aware of safety requirements, job duties, and standards of quality
____Student is unaware of ____ safety requirements, ____ job duties, ____ standards of quality
____Most often makes sound decisions
____Occasionally makes incorrect decisions

____Frequently makes incorrect decisions
____I would like additional school help in this area

V. Performance of Specific Job Duties

a) Student is meeting average performance standards on:

______ all tasks ______ some tasks ______ too soon to tell

b) Percentage of tasks performed at a level required to paid employees doing this job.

______ 0% ______ 25% ______ 50% ______ 75% ______ above 75%

c) I feel this student _____ is _____ is not properly placed _____ I would like additional school help in this area

VI. Work Habits

____Can follow directions
____Can work under pressure
____Tries to overcome mistakes
_____Lazy
____Talks too much
____Clock watcher
____Easily distracted

____Can follow multiple directions
____Communicates readily with others
____Can work unsupervised
____Wanders around
____Seems bored
____Tires of task easily
____Doesn't pay attention to directions

____Directions must be repeated often
____Has social problems with co-workers
____Over-confident of own ability
____Makes excuses for own mistakes
____I would like additional school help in this area
____Can see what needs to be done without asking
____Must be supervised to stay on task
____Is not trustworthy

I ______ have ______ have not talked with this student about his/her progress this month.

Comments:

STEP IV - SERVICE DELIVERY

TASK 8. Select and Place Student in Receiving Environment

When making final selection of a student's receiving environment, all information gathered to this point should be taken into consideration. The decision for receiving environment placement should be made by a other appropriate agencies before the termination of secondary school services.

Parent/Student Job Information

1. Employment position____________________________________
2. Employer's name____
3. Employer's phone number and address _______________________
____
4. Hours worked____
5. Days worked____
6. Vacations/Holidays ______________________________________
7. Starting date ____
8. Uniform/Suggestions for uniform care_______________________
9. Transportation ____
To job__________________________________
From job________________________________
10. Meals
____
____
11. Doctor/Dentist appointments
____
12. What to do if ill/late____________________________________
13. Other relevant information________________________________

If ill, late or an unforeseen absence occurs, the Jones Center should be called as soon as possible. The person at the job site to notify in this case________________, and the number is___________.

**Remember, this is a "real" job. Your son/daughter will be expected to meet all of the responsibilities of all other employees. Please do not expect special privileges because the person is handicapped.

Date______________________
Parent____
Home School Teacher_________________________________
Student ____
Trainer____

H. B. Jones Center, Granite School District

Parent Evaluation of Visit

Position: please specify
Administrator ______ Support Staff ______________
Teacher ______ Parent ____________________

1. What did you like the most about the program?

2. What did you like the least?

3. Would you rate the match of your child's needs to the job requirements?
(1 = no match; 5 = very close match)

1 2 3 4 5

4. Did the visits give you an opportunity to ask specific questions?

YES _____ NO_____

5. Is this an appropriate vocational site/setting for your child?

YES _____ NO_____

Comments/Recommendations:

STEP IV - SERVICE DELIVERY

TASK 9. Transfer Transition Related Documents to Receiving Environment

Pertinent information collected throughout the student's school career may be useful to agencies and/or other receiving environments. Steps previously set up (See Step I, Task 10) should be implemented at this time.

STEP V
FOLLOW UP

TASK 1. Obtain Feedback from Parents, Students and Receiving Environment Regarding Program Preparation.

TASK 2. Modify and Adjust Programs Based on Feedback Received.

STEP V - FOLLOW UP

The tasks listed in Step V, Follow Up, only begin to give districts direction in planning follow up studies to assess program effectiveness. Transition programs are only successful if student centered programs are used to improve transition services for students.

The person or group responsible for follow up is indicated by an X on the following page.

STEP V - FOLLOW - UP

TARGET DATE	TASK	RESPONSIBILITY OF: District Administrator	District Task Force	District Transition Specialist	Other	
1.	Obtain feedback about transition program from parents, students and receiving environment.	X	X	X	X	
2.	Modify and adjust transition programs based on feedback.	X	X	X	X	

STEP V - FOLLOW UP

TASK 1. Obtain Feedback from Parents, Students and Receiving Environment Regarding Program Preparation.

TASK 2. Modify and Adjust Programs Based on Feedback Received

Feedback obtained from employers, training site managers, parents, and students will provide valuable information about a programs effectiveness. This evaluative information should be used to change, modify, or improve the existing transition program. The following questionnaire may assist in the development of evaluation forms specific to each district's transition program.

The program effectiveness questions that follow can be used by the district transition specialist and/or committee to obtain information related to the transition program. These questions could be used to develop into a Likert scale, Yes/No style, or any other measures that would meet districts needs.

PROGRAM EFFECTIVENESS QUESTIONS DEVELOPED TO ADDRESS THE UTAH STATE SPECIAL EDUCATION TRANSITION RULE AND PROGRAM EFFECTIVENESS

GOAL 1. Goals and Objectives on the IEP are Written to Include One or More of the Following Areas: a) Employment and Vocational Training, b) Social Skills Training, c) Community Access Training, and d) Daily Living Skills Training.

- Are pre-vocational assessment procedures appropriate?
- Are vocational assessment procedures appropriate?
- Is information from pre-vocational assessment used when appropriate?
- Is information from vocational assessment used when appropriate?
- Do I.T.P.'s develop individual goals that reflect pre-vocational and vocational assessments?
- Do transition programs implement appropriate training alternatives identified by the I.T.P.?
- Are functional curricula provided in appropriate areas?
- Is the opportunity for realistic career exploration provided through course work?
- Do parents help to determine the overall transition program for their child?
- Are parents involved in the modification of the program?
- Are students involved in determining their transition program?
- Are students involved in the modification of the program?

GOAL 2: Parents of Handicapped Students are Provided with Information Regarding Post School Options.

- Has a range of post school options been identified?

- Have parents been informed well in advance of their child's graduation/completion of post school options?

GOAL 3: Special Education Staff Receive Inservice Training on Adult Service Providers and Eligibility Requirements for Services.

- Have teachers been informed of possible post school options and adult service providers?
- Have teachers been informed of eligibility requirements for appropriate adult service providers?

GOAL 4: Parents of Handicapped Students are Assisted in Contacting Appropriate Adult Service Providers.

- Have appropriate adult service providers been identified on an individual student basis?
- If waiting lists are evident, are students referred to adult service providers at an appropriate early date?
- Are adult service providers contacted by the teacher as necessary?

GOAL 5: Information is Shared Regarding Service Needs with Appropriate Agencies for Planning and Development of Adult Service Options.

- Is there an appropriate referral procedure between the school and service agencies?
- Is there an available current listing of adult service providers?

GOAL 6: Transition Planning will Include Appropriate Personnel from Agencies that Provide Adult Services Based Upon Student Needs.

- Are service agencies involved in transition programming for handicapped students?
- Are appropriate personnel from adult service providers listed on the I.T.P.?

GOAL 7: Identified Students and Parents are Assisted with Referrals to Vocational Rehabilitation.

- Are qualified students identified and referred for Vocational Rehabilitation services?
- Are I.W.R.P.'s completed on students who qualify for Vocational Rehabilitation services?
- Is the Vocational Rehabilitation counselor involved with the I.E.P.'s of qualified students?

PROGRAM EFFECTIVENESS INFORMATION

GOAL 8. Transition Program Graduates Achieve Successful Employment and Community Living

- Do graduates obtain employment within one year of graduation from transition programs?
- Do graduates maintain employment (how long)?
- Do graduates spend a maximum percent of time employed (what percent)?

- Are graduates employed in jobs commensurate with their abilities and handicapping conditions?
- Do graduates demonstrate successful community adjustment?

Adapted by Tim Frost from:
State of Maine Department of Educational and Cultural Services (19).
Transition Programs for the Handicapped: Impact and Effectiveness,
Executive summary, Report of Cooperative Agreement # G0085C3511.

Utah State Office of Education, Special Education Rules

STUDENT INTERVIEW FORMAT

Name of student interviewed ____________________ Grade ______

No. of years in the program _________ No. of courses this year ______

1. How do you feel about being in the program?

2. How has your attitude towards school changed since being in the program?

3. Has your attitude towards completing school changed?

4. Has your attitude toward your family and/or friends changed since being in the program?

5. Are there any changes you would like to see in the program?

6. Have you worked at a part-time job while in the program?

INTERVIEWER'S COMMENTS AND OBSERVATIONS:

Source: Alternative Learning Program. McFarland, WI: McFarland Community Schools, 1979.

UTAH STATE BOARD OF EDUCATION

James R. Moss
State Superintendent of Public Instruction

UTAH STATE OFFICE OF EDUCATION
250 East 500 South / Salt Lake City, Utah 84111